REPORT RESUMES

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SEVENTY-ONE CHILDREN WERE ENROLLED IN THE KICKAPOO-NORTH CANADIAN PROJECT FOR A PERIOD OF 2 MONTHS OR LONGER. THIS REPORT IS DIVIDED INTO 7 SECTIONS AND 2 APPENDICES. PART I CONTAINS A DESCRIPTION OF THE PROGRESS OF EACH CHILD DURING THE PROJECT. PART II CONTAINS BIOGRAPHICAL DESCRIPTIONS OF THE STAFF. PART III CONTAINS A LIST OF SPECIAL ACTIVITIES INCLUDED IN THE DAILY PROGRAM. (A COPY OF THE PLAN OF DAILY ACTIVITIES IS INCLUDED IN THE APPENDIX.) PART IV DESCRIBES THE HEALTH PROGRAM. PART V DESCRIBES AND ILLUSTRATES EQUIPMENT AND SUPPLIES. PART VI LISTS VISITORS (OTHER THAN PARENTS AND COMMUNITY RESIDENTS) TO THE PROJECT. PART VII DESCRIBES THE TRAINING PROGRAM WHICH INCLUDES TEACHER AIDE TRAINING AND THE INTERNSHIP TRAINING PROGRAM. APPENDIX I SHOWS COPIES OF ALL THE MATERIALS PROVIDED TO INTERNS. APPENDIX II CONTAINS ALL OF THE INTERNS' REPORTS, PURPOSES OF THE INTERNSHIP TRAINING PROGRAM, AND BIOGRAPHICAL DATA ON THE INTERNS. (CO)

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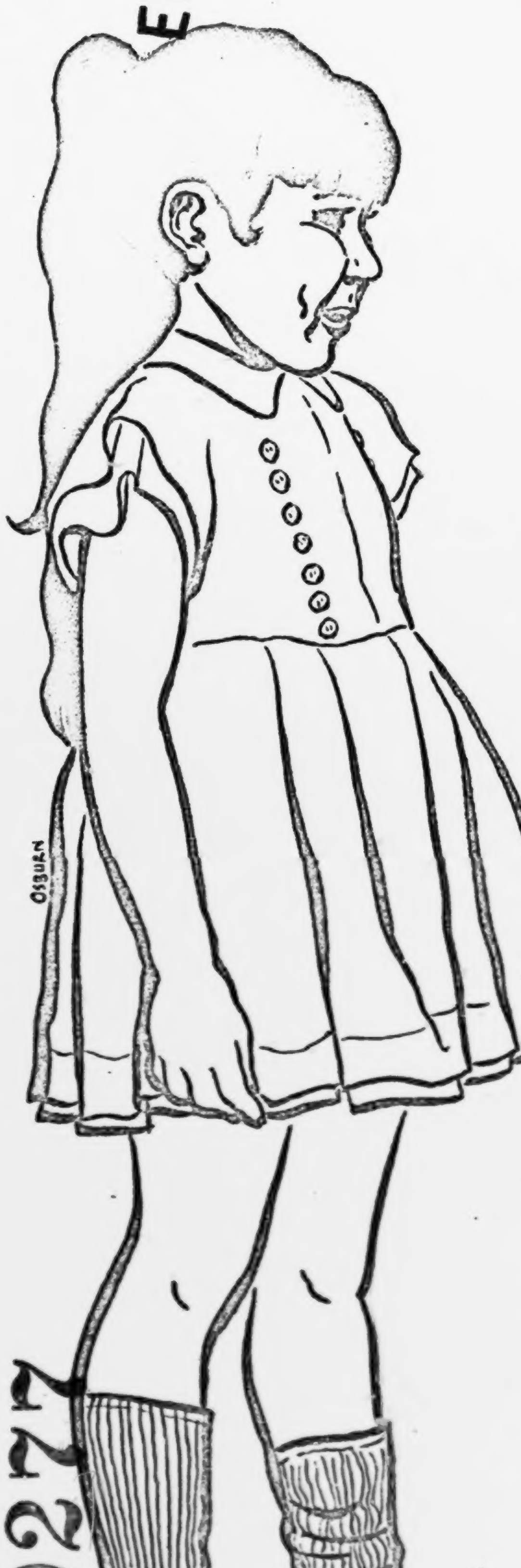

KICKAPOO
North Canadian
PROJECT

Final Report
1966-67

PS000277

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

Kickapoo-North Canadian Project
1966-67

PS 000277

Contract: OEO-1379
Director: Suzann Keely
University of Oklahoma
June 15, 1967

PART I: THE CHILDREN

Seventy-one children were enrolled in the Kickapoo-North Canadian Project for a period of two months or longer. Others (including Kickapoos on their way to Mexico) were visitors for only a few weeks and are not recorded here because of the short duration of their attendance. These short term visitors were welcomed, however, since it was felt that even limited exposure to the advantages provided by the project would be of benefit to these migrant children. The regular attenders were as follows:

Barbara Alder, Caucasian- Summer
Barbara was a very quiet child, the fourth of eight children. The family had recently moved to Oklahoma from West Virginia and the father was employed in a steady but menial type job. Barbara went on to first grade in the fall and was progressing as an average or above-average student as reported by her teacher.

Debbie Alder Caucasian Five Months
Debbie, a cousin to Barbara and Irene, wasone of two children and had the experience of Kindergarten while living in Kansas. This Alder family seemed to be somewhat more afluent and animated which reflected in the attitudes of the children.

Irene Alder Caucasian Full Year
Irene, the younger sister to Barbara, seemed to have the weight of the world on her shoulders. She seldom smiled and had a great deal of conflict with other children in the group. She has been referred to the Del City Guidance Clinic, but as yet has not been admitted. Her mother has related experiences in which Irene, following Church services, has seizures in which she has visions and feels things crawling on her. Follow through will be done to be sure that some sort of psychological help is given to this family.

Alicia Alder Caucasian Nine Months
Alicia Alder is the younger sister of Barbara and Irene, and seems to have all of the energy and personality the other two are lacking. She seemed to be constantly smiling and participated in all center activities with interest and enthusiasm. She will enroll in Kindergarten in the fall.

Cecil Barnard Caucasian Nine Months
Cecil comes from a very poor, extremely non-verbal family including five children, all of whom have done poorly in school. Cecil did not talk the first two or three months of the program, and some questions were raised among staff regarding his intelligence. He had had a cleft palate, but this defect had been corrected; however, there was a continual slobering and an apparent lack of awareness. A psychologist was consulted, and after observing Cecil in various activities he made some suggestions. About this time one of the Kickapoo Aides began to take a special interest in Cecil and almost miraculously he blossomed into a verbal, inquisitive, responsive member of the group. His mother, who had had very little to say on previous home visits, even began to enthusiastically praise Cecil's progress. Cecil would benefit from another year in Head Start, but it is not known at this time whether his parents will want to send him on to first grade.

Pat Barnhill Caucasian Nine Months

Pat was the oldest of five children. He was very solemn and showed little emotion. One of the interns worked very closely with Pat, and was encouraged when he finally cried, showing some emotion over a scratch on his foot. Pat may still have problems as a result of the family situation, but some progress was made and the staff will follow through with Pat as he goes into first grade to prevent any regression.

Karen Bradley Caucasian Nine Months

Karen is a happy-go-lucky, all-American tomboy. Her family was borderline, in terms of income, but she was a great asset to the program in terms of her leadership and positive attitudes toward the non-English speaking children.

Lola Bulitz Caucasian Nine Months

Lola has made a great deal of progress during the year from a sad-faced solemn child to an enthusiastic participant. Lola began to show real progress after the staff was able to get her parents to visit the center. When notified at the end of the year that the center would be sponsoring a rummage sale with the proceeds to be used for the purchase of a piano, Mrs. Bulitz called the center to ask if she could donate four chickens as her part in raising the money. It was a great source of pride for this extremely poor family that they were able to contribute something.

Bobo Byers Cherokee Summer

Bobo was a very mature, questioning child, and seemed to benefit a great deal from his summer experience in Head Start. His teacher has reported that he did very well in first grade.

Patricia Byers Cherokee Full Year

Patricia was very immature and dependant on her brother at the beginning of the project. She would not taste any of the food served and refused to participate in many of the group activities. She has made tremendous progress since her brother went into first grade and is now eating a good lunch and participating in all activities.

Rita Carter Caucasian Nine Months

Rita has missed very few days throughout the nine months in which she has been enrolled. She is the youngest child in her family, and demonstrated some babyish behavior; however, her attendance in Head Start seems to have been a big help to her in developing independence. She should do quite well in first grade.

Emma Cooper Negro Full Year

Emma has made some progress throughout the year but needs to make more. She seems to lack confidence and the project has failed to help her. Her mother has never been married, and Emma is one of five children; however, the mother has been very cooperative and interested in Emma's progress--she has assisted with most of the field trips and enthusiastically supports Head Start. Emma may have some problems in first grade.

Katherine Cooper Negro Full Year

Katherine is an only child and comes to the center all starched and spotless every day. She had a great deal of trouble in her relationships with other children at first, and seemed to be in tears most of the time. She has made some progress, however, and seems to have learned to take care of herself rather than crying every time she comes into conflict with another child. She should do well in school.

Nathanial Cooper Negro Summer

Nathnial is the older brother of Emma and seems to have the same problems in terms of a lack of confidence. He did not do well at all in first grade, and the teacher wanted to retain him but his mother wanted him to go on. He will not try something unless he is completely sure of it and gets very self-conscious if someone tries to help him. Hopefully, we, or the school can be more helpful to him in the future.

Deana Correa Kickapoo Summer

Deana was the grandaughter of the Chief of the Mexican Kickapoos and had moved with her mother to Oklahoma so that she could go to school. She spoke no English when she entered the project, but was quite proficient by the end of the eight week summer session. Deana was quite bright and alert and did very well in her first grade work this school year.

Lisa Cox Caucasian Nine Months

Lisa's mother warned us at the beginning of the fall session that she doubted that Lisa would want to attend, since she would not even stay at her grandmother's without her mother there. We suggested that Mrs. Cox bring Lisa to see the Center before school started and this was done. The first day-the bus stopped at the Coxes, Lisa came running out, and has thoroughly enjoyed the program ever since. Her parents have been amazed-they have never missed a parent activity.

Wesley Cox Caucasian Four Months

Wesley's family was above the income level, but we admitted him to the project when we found that we had room for several more children after enrollment was completed. Wesley was quite active during the first few months, then he missed because of one of the childhood diseases, and was absent some more because of various reasons, and his parents decided to just take him out of the program.

Eunice Creek Kickapoo Summer

Eunice did quite well in the summer program but seemed to have problems in school. There were home problems which might have contributed to her poor record in first grade-her father was in jail for a long period of time as the result of an automobile accident in which he was charged with manslaughter; he was later released, but this was a difficult time for the family.

Felix Creek Kickapoo Full Year

Felix is the younger brother of Eunice Creek. Felix benefitted greatly from his full year with Head Start. One of the interns took a special interest in him at the time his family was facing so many problems-perhaps this special attention helped take him through this trying time with fewer scars. Felix may have some trouble adjusting to the structured first grade program, but should do well in the work if not forced to sit still for too long a period of time.

Becky Davis Caucasian Nine Months
Becky will continue with the program for another year, since she participated as a four year old this year. Her parents are quite active-Mrs. Davis made 12 plastic aprons and Mr. Davis helped with building a rabbit hutch, besides being available to assist with trips, etc.

Ronald Deere Kickapoo Summer
Ronald needed to be in the program longer before entering first grade and thus is being retained. He will be included in the summer program which we hope will help him get off to a better start next fall.

Cecil Downs Kickapoo Full Year
Cecil has matured a great deal during his year in Head Start. He seems to be well ready for first grade and was beginning to get bored with many of the Head Start activities.

Randy Finchum Caucasian Nine Months
Randy seems to be a well adjusted mature five year old. He should do quite well in first grade.

Cindy Fish Caucasian Nine Months
Cindy will have another year in the project. She has participated enthusiastically in all activities.

Kelvin Frye Kickapoo Full Year
Kelvin has been a quiet, reserved child who has made steady progress throughout the year. He seems to be well-adjusted, but is a child many times overlooked because he so quietly and calmly fits in to all of the activities.

Paul Frye Kickapoo Full Year
Paul has advanced much the same as Kelvin except for the fact that he is a year younger. He will be in the project again next year.

Jadwyn Garrett Caucasian Full Year
Jadwyn's mother died when she was an infant, her father was unknown so she lives with her maternal grandparents. The grandfather is employed spasmodically so most of the income is from welfare. Mrs. Garrett is a very pleasant person and has participated quite actively as a volunteer. She mentioned at one time that the Welfare Case Worker would have had Jadwyn taken away from them except for the Head Start Program which she felt had been of such great benefit to them. Jadwyn is quite verbal and appears to be well-adjusted. She blossomed from the special attention shown to her by one of the interns. She should do well in school.

Virginia Garza Kickapoo Full Year
Virginia spoke very little English when she entered the project and is now quite fluent. Her mother has become active in the program and has made moccasins for many of the staff members. Virginia will enter first grade and should perform well.

Robert Green Kickapoo Summer
Robert entered first grade following the summer of Head Start and seems to do above average work.

Nancy Johnson Caucasian Four Months

Nancy entered the program late in the year but seemed to benefit from her short experience. She seemed to be quite verbal. She needed some dental work which was started before the end of the session and was to be continued by the family.

Julia Kaskaske Kickapoo Full Year

Julie is one of the star pupils in the Kickapoo-North Canadian Project. She spoke no English, and none of her brothers or sisters have attended school at all. Julie's art work was quite advanced and as soon as she overcame her shyness she began to learn English. By the end of the year she was speaking English quite fluently. Her father became interested in learning to read and write and did quite well in the adult classes until he suffered a stroke. The older children were given special classes in an Indian Boarding School and from last reports were doing quite well. We look for Julie to do quite well in the future.

Leonard Keahnah Kickapoo Full Year

Leonard Keahnah was another non-English speaking child. He is quite small for his age and would still have a difficult time in first grade although he is old enough and has learned to speak English. We are suggesting to his parents that they let him remain in Head Start another year so that he can get a much better start and they seem to be agreeable to this.

Shirley Ketakeah Kickapoo Full Year

Shirley is shy and quiet but has made some real progress. She is somewhat uncertain of any new situation, and many times it is difficult to get her to verbalize what might be troubling her. She has some difficulty with English but doesn't seem to be any more verbal in Kickapoo. She may have some problems adjusting to the structured first grade.

Shellie Kever Caucasian Nine Months

Shellie has made steady progress throughout the year and should be in the project again next year.

Kay Lemmon Kickapoo Nine Months

Kay, a Kickapoo Indian child, was adopted as an infant by a white couple in the area. She seems to be quite well-adjusted and has made progress. She should be in the program this coming year, however, her mother has said that she will not send her if there are Negroes in the group, and since the assistant teacher for her group will be Negro it is doubtful she will attend. We are hopeful that Kay will put enough pressure on her mother to allow her to come to school that she will overcome this prejudice.

Valerie Liscano Kickapoo Five Months
Valerie's family moved into the area late in the year and thus Valerie has just been enrolled for five months. Mrs. Liscano has been very active as a volunteer and Valerie has made progress. She will be in the project another year.

Leona Mahtushquah Kickapoo Full Year
Leona has missed very few days and has been one of our most active participants. Her mother speaks no English and yet she has been on of our most loyal supporters and has attended every parent activity. Leona is very aware and should learn quickly. She has been one of our prize pupils.

Bobby Mayab Caucasian Nine Months
Bobby has been a child with a great number of problems. For the first half of the year the staff felt that perhaps they could work with him sufficiently to help him overcome these problems; however, it was eventually decided that professional help was needed. A psychologist was called in and he immediately began working with the whole family. The parents were quite cooperative and Bobby's behavior has shown considerable change since the referral. He would still benefit from another year in Head Start, but the parents seem to feel they should send him on to first grade. This is still being discussed.

Timmy McGlothin Caucasian Nine Months
Timmy has progressed very well and will be returning for another year with the project. His mother has been active although they have had some very serious financial problems.

Donnie Meniah Kickapoo Three Months
Donnie has attended both centers very spasmodically and apparently the family moved out of the district. He never really became a part of the program because of his inconsistant attendance, but perhaps he gained something from it.

Don Murdock Kickapoo Summer
Don was quite a leader during the summer program and many times his leadership was not helpful to the teachers. However, he was making real progress when the summer ended, and reports from his first grade teacher indicated that although he was still somewhat of a behaviour problem he was performing well academically.

Jo Ann Murdock Kickapoo Nine Months
Jo Ann's mother has periodically abandoned her family and returned during the past few years leaving Jo Ann with an uncertain home life. Her father had refused to send her and her sister to the program because of a long standing feud he had had with our driver. Eventually we were able to work out this problem and Jo Ann has done very well in the program. She should do well in public school.

Lucinda Murdock Kickapoo Nine Months

Lucinda is Jo Ann's younger sister and of course has the same home problems to face. She will return to the project next year. Both girls are extremely well adjusted considering their unsettled home life.

Marqueta Murdock Kickapoo Full Year

Marqueta participates in all activities enthusiastically and should perform well in public school. Her mother has been one of the cooks for the project.

Debbie Mussett Caucasian Seven Months

Debbie was quite immature and periodically had difficulty leaving her mother. She was making progress, however, when her family moved out of the district.

David Norton Caucasian Nine Months

David was a very mature, well-adjusted child. He played well with the other children and was usually the leader. Many times he would include the child in his play who might be rejected at the time by other children. He should be a strong leader.

Teddy Onzahwah Kickapoo Nine Months

Teddy is quite small but has amazingly good coordination for her age and size. She, many times, would catch on to riddles or games before the other older children and was constantly surprising the adults with her abilities. She will be in the project again next year.

Evelyn Pepiaketha Kickapoo Full Year

Evelyn is a very pleasant child.-always ready with a smile. At the beginning of the project she seemed to have very little energy and was very shy. We began giving her vitamins and treated a heavy cold she had, and she began to blossom. She may have some problems in school since she seems to move and work slowly, and yet with a patient teacher she could do quite well.

Pam Phillips Caucasian Nine Months

Pam is one of the youngest children in the project and is immature for her age. She has had some big problems to face during the year and they have reflected very strongly in her behavior. Her older brother died of leukemia right before Christmas, and thus the adjustments of the whole family have been great throughout the year. Pam should benefit from her experience in the program more next year.

John Scott Kickapoo Nine Months

John is another one of these quiet steady children that surprise you with their understandings. John has been especially proud of learning to write his name since no one in his family can write. John could do very well in school if he has a good teacher.

Kathy Seeback Caucasian Nine Months

Kathy is an extremely bright child and will be a very strong student. She had had the benefit of more opportunities at home than many of the children and her parents had a strong middle-class respect for education.

Anthony Shaw Negro Summer

Anthony required a great deal of teacher attention during his Head Start experience and apparently benefitted from it, because he was doing well in first grade. He was one of thirteen children and hopefully insightful teachers will continue to give him the attention he needs.

Dwight Shaw Negro Full Year

Dwight is Anthony's younger brother, and, like Anthony, needs a great deal of special attention and affection. He may be more successful than Anthony in getting the attention he needs, because he uses more socially acceptable techniques to get it.

James Simon Caucasian. Summer

James attended the program very little and thus received very little benefit. The family was having to appear in court during this time in a custody battle and didn't want to bother with sending James. This was one of our failures.

Judy Smith Kickapoo Summer

Judy had a lot of dental work to be done and most of it has now been done. She has done average work in first grade.

Sandra Smith Kickapoo Full Year

Sandra, Judy's sister, has progressed quite well and will, perhaps, be a stronger student than Judy because of her experiences.

Dorothy Wahwahsuke Kickapoo Ten Months

Dorothy's problems were almost too much to mention in one report, and she moved to Kansas before the project could be of much help to her in overcoming them. Her step-father and younger brother were in a serious automobile accident in the fall and were hospitalized fifty miles apart (Dorothy's mother used all of her money in traveling to the hospitals in one week). The brother was said to be permantly brain-damaged. One week after the two were able to come home, the mother had a new baby. Two months later the mother and step-father separated. Dorothy, in the meantime, was developing all sorts of behavior problems. It is doubtful that our project was of much help to Dorothy.

Johnny Suke Kickapoo Seven Months

Johnny was the dirtiest and most lovable child in the whole project. He wore the same clothes for weeks at a time and had probably never had a bath and yet the most cleanliness conscious adults in the whole program could not resist Johnny's charm. He spoke no English when he enrolled, and was just making progress when his mother took him back to Mexico. When they returned he had to start learning all over again. He finally learned to share the tricycles and was becoming quite a tease. He will continue in the project next year.

Martha Suke Kickapoo Three Months

During Martha's short tenure she learned very little English, and showed very little emotion. The most she ever showed was when one of the interns gave her a bath and washed her hair, and dressed her in some clean clothes. She couldn't stop smiling and looking at herself in the mirror. Her family took her back to Mexico and they did not return-perhaps she will be back this year.

Mayo Suke Kickapoo Three Months
Mayo was Martha's older brother (7 years old). He had some behavior problems but was very quick to catch on to things, and was speaking English quite well when the family went to Mexico. He could spend most of the morning with the blocks, building some very intricate highways and buildings, and he always put the blocks away by himself in a very neat and precise manner. Hopefully he will be able to attend school in the future.

Sam Setakeah Kickapoo Full Year
Sam became quite proficient in English during the year. His mother took one of the older children out of school to go to Mexico but left Sam behind with relatives. The absence of his mother was quite apparent in his behavior.

Dwayne Tharpe Kickapoo Full Year
Dwayne is another one of our success stories. By the end of the year he had gone beyond our project and was ready for more academic stimulation. We finally adjusted our program to meet his and some of the other older children's needs, and were amazed at the way he responded. Hopefully, this summer, we can go even farther.

Tim Tiller Caucasian Nine Months
Tim's family is a farming, middle-class oriented family and thus his needs were different and in some ways less demanding than many of the other children. Tim will go into Kindergarten this fall and should do quite well.

Larry Tubbs Caucasian Nine Months
Larry progressed quite well and should be successful in his venture into first grade.

Julie Valdez Kickapoo Five Months
Julie was very unsuccessfully plodding her way through first grade when one of our staff members found her. She spoke very little English and thus was a source of frustration to the teacher, and was not happy, understandably. We suggested that she finish out the year in our project and thus she began to blossom into a happy, verbal child. Hopefully she will be able to compete successfully in the fall in the first grade.

Kendall Wahpepah Kickapoo Full Year
Kendall is an extremely bright and inquisitive child, and should be quite successful academically. He asks very intelligent questions and is interested in everything in the world around him.

Mary B. Walker Kickapoo Four Months
Mary B. was with the project a very short time, but her whole family participated and she seemed to benefit from it. They moved from the area so that her father could attend a technical training school.

Maureena White Kickapoo Full Year
Maureena needed more psychological help than we were able to give her, and yet, at times, she seemed to be making real progress and then would regress. Her mother was one of the cooks in the project and may get professional help this summer. Maureena has a very quick mind but is very inconsistant in her behavior and is many times rejected by the other children because of her aggressiveness. We hope to make more progress with her in the summer program.

Although this brief description of the progress of each of the children is lengthy and perhaps unnecessary in a report of this kind, we feel that our project was designed to meet the needs of individual children and their families. No one approach was used for the total group and thus it is impossible to think of the project as unit, but rather as many individual units. Although we express some disappointment and dissatification with the progress made with a few of the children, it should be noted that this was due to failure to achieve the high goals set, rather than an actual failure in making progress.

PART II: THE STAFF

A highly resilient and enthusiastic staff propelled the Kickapoo-North Canadian Project into its high plane of success. In spite of many discouraging set-backs, and the usual uncertainties of a new government program, an amazingly high morale was maintained. The following professional staff were able to establish and maintain a rapport with the children, parents, and non-professional staff which sustained itself throughout the year:

Suzann Keely Director Caucasian

Miss Keely had had very little experience in directing a project of this size and scope, and went into the position with a strong child development background, five years of teaching and a respect and admiration for the Kickapoo people. She has made many mistakes, but, as a whole, has provided the enthusiasm and confidence necessary to develop the potential of a project of this scope. She will continue as director.

James Wahpepah Co-Director Kickapoo

Mr. Wahpepah, as Chairman of the Kickapoo Tribal Council, had the ability to work well with both the conservative and progressive elements of his tribe. He enthusiastically supported Head Start from its very inception and worked very hard to get his people involved in it. Although he was to act as Co-Director only half-time, he has put much more of himself into the project than was required and has been responsible for much of its success. He did an outstanding job of hiring the non-professional personnel and is just beginning to gain the respect and admiration of people throughout the United States who are interested in the progress of Indian people.

Phyllis Tether Teacher Caucasian

Mrs. Tether began her teaching experience with the Kickapoo-North Canadian Project with very little equipment and unsatisfactory teaching assistants. She had to face many obstacles due to her location in the State Center School, and was able to work through the obstacles quite admirably. Because of the decision to move the entire project to the Kickapoo Community Building, Mrs. Tether felt that she could not drive the distance and thus will not return to the project.

Mary Ann Griffin Teacher Caucasian

Mrs. Griffin established an outstanding child development center at the Kickapoo Community Building, and was responsible for much of the success of the total project. She was able to work well with all staff and developed a beautiful relationship with the children and their families. She will be returning to the project.

Kaye Sears Director of Parent Activities Caucasian

Mrs. Sears participated in the fall internship training program and impressed the staff with her enthusiasm and interest in the people of this region. Because of her background in Home Economics and Adult Education it was decided to employ her half-time in the position of Parent and Community Activities Director so that she could begin to develop some meaningful adult programs for our parents. Although she began her work in February, she was able to begin to get ideas together which will be of benefit in the coming year.

The non-professional staff have continued, throughout the year, to amaze staff, visitors, and trainees with their abilities and understandings. Many of them never held regular jobs previously and were considered poor employment risks. They have proved themselves time and time again-absence has been rare, and only one of the original group hired did not complete the project. Non-professional staff were as follows:

Mary White Cook Kickapoo

Mrs. White has a daughter in the project. She has provided the sole support for her family and has done an amazing job of managing the kitchen. She visited Oklahoma State University Laboratory Nursery School one day where she talked with the cook and observed the children at meal time. She also read some pamphlets concerning meal planning. Following two weeks of close supervision, she was able to do all of the meal planning and buying with very little assistance, and cooked some amazingly good meals on a limited budget.

Lena Sunday Assistant Cook Kickapoo
Teacher Aide Trainee

Mrs. Sunday began work with the project as an assistant cook, half-time. She proved to be very rescourceful and efficient in the kitchen and had a real interest in the children. When special permission was given for an aide-training program to become a part of the project, she was given the opportunity to participate in this program. Although she did a beautiful job as an aide, it was necessary to put her back in the kitchen for the coming year so that there would be positions for all three trainees. She will serve as substitute teacher, however, so that she can retain her learnings in child development.

Katherine Wahpepah Teacher Aide Kickapoo

Mrs. Wahpepah has become one of our most proficient teachers..During the Aide training program she was able to read and study many child development text books, and gained a very good child development background. She has a good feeling for children and could easily be promoted to a head teaching position if it were not for the training functions of the Kickapoo North Canadian Project. She will continue to be given additional teaching responsibilities, however.

Earlene Harlan Teacher Aide Negro

Mrs. Harlan, mother of seven children, also became quite proficient as an assistant teacher. She did not come into the program until November and in a very short time was the main foundation of the program in the State Center School. She very enthusiastically agreed to drive the additional distance to the Kickapoo Community Building for the coming year.

Marlene Murdock Assistant Cook Kickapoo

Mrs. Murdock has a child in the project and became a staff member after the aide training program took Mrs. Sunday out of the kitchen. She has been very efficient and cooperative and should return to the project for the coming year.

Thurmon Wahpekechi Bus Driver Kickapoo

Thurmon is a part of the conservative element of the tribe and has never been able to keep a steady job, until the Kickapoo-North Canadian Project. He has taken complete responsibility for the maintenance of the GSA Bus and has developed a very good relationship with the children. Almost without exception, the mothers of white and Indian children praised Mr. Wahpekechi when teachers were making their final home visits. He has been known to have his feeling hurt and not to speak to other staff members for days, but the others have learned to work with this aspect of his personality and have helped him, in many ways, to overcome it.

John Kaskaske Bus Driver Kickapoo

John speaks very little English and many times has had difficulty understanding what was expected of him. He is a very conscientious worker, however, and has been a real asset to the project. He takes a great deal of pride in his job and has done more than was asked of him in many situations. He will return to the project.

LeRoy Downs Janitor Kickapoo

LeRoy made up for his lack of ability as a janitor with his sense of humor. The work became to much of a burden for him, though, and he finally resigned. His where-abouts at this time are not known.

Howard Wahpekechi Janitor Kickapoo

Howard was hired to replace LeRoy Downs and was a real spark to the project. If asked, Howard would work night and day and week-ends, and we have to be careful not to ask too much of him. At times when he is caught up with his work, we will see him just dusting off the walls. He has built numerous pieces of equipment for the project, and we just hope that no-one else finds out about him, because he would surely be in demand.

Janice Mann Teacher Aide Caucasian

Miss Mann worked in the project for just the summer before moving from the area. It was a definite relief that she moved because she was unsatisfactory as an aide. She had no feeling for the children, and had to be told each thing to do repeatedly. Her middle class values in relation to the children made her more of a hinderance than a help.

The attitude prevailing throughout the staff relationships has been one of working together toward a common goal. Status and levels of authority have not been emphasized and thus a very strong group spirit has developed. It is hoped that this relationship will continue.

PART III: ACTIVITIES

A. The Children:

Scheduling of the Daily Program followed the same format throughout the year, with very little variation. Interest centers around the room provided the stimulation for learning, and children responded to this stimulation by involvement, verbally and physically, and by developing an awareness of the world around them. A copy of the plan of daily activities is included in the appendix. Special activities are as follows:

Art: (See Appendix for art activities guide developed from our program).

Music: Some music is provided each day. Special activities included the Pied Piper presentations (Song and dance), and a special visit by a banjo playing, singing, psychologist from OU. A rummage sale was held to raise money for the purchase of a piano for the center.

Science: Many school pets have come and gone during the year. They have included a guinea pig, turtle, parakeets, a dog, a cat, pigs, a rabbit, chickens (hatched at school), fish, and a goat. The children have also planted a garden, had special experiences with tasting, feeling, and smelling different foods, and taken numerous walks through the woods and fields surrounding the school. Other science experiences have included the use of magnets and magnifying glasses, telephones, experiments with colors, and cooking experiences. See listing of special activities in appendix.

Literature: Stories are read to the children each day. Special experiences have included the Pied Piper presentation (Sketching and telling a story and the Puppet Show) and a field trip to the public library for a story hour in Del City, Oklahoma. The director gave each of the children their own book for Christmas, and they highly prized this book they could take home.

Dramatic Play: Play Situations including the housekeeping corner, dress up clothes, a grocery store, beauty shop, and transportation have been developed throughout the year. The children have washed and dried clothes and dishes, shaved with a bladeless razor, and done extensive playacting of real life situations. The puppet theater has provided some opportunities for dramatic play as have the blocks and block toys.

Readiness: A school center was develped similar to the other interest centers in which some school desks, a black board, chalk, and pencils and paper were provided for the children to play school. In this area many experiences involving academic activities such as learning to write their names, learning the rhyming and beginning sounds, learning numbers, etc. were presented to small groups who chose to participate. This area was very successful, and helped fill the needs of those children who were beginning to show signs of boredom with the regular play activities.

Billy the Kid and
friends

Making Cookies
for the Christmas
party

Easter Egg Hunt

Field Trips: The planning of field trips included preparation and follow-up activities. Trips were as follows:

- Bus trip to Norman
- Train trip to Norman
- Barnum & Bailey, Ringling Bros. Circus
- Oklahoma City Zoo
- Presentation of Three Bears in Norman
- Mail letters at the local Post Office
- The Dairy
- The Super Market
- Doctor and Dentist
- Shopping Center (Santa Claus)
- Bakery in Oklahoma City
- Fire Station in Del City
- Library in Del City
- Local Egg Farm
- Will Rogers Airport
- Television Station
- Cowboy Hall of Fame

The interns and teachers have also taken small groups of children to their homes and on other short excursions.

Many activities have not been specially listed here because it would be impossible to name everything that was done throughout the year. The coldness of naming activities and separate from the children does not give the true picture of the program, for all planning was done with the needs of the individual children in mind.

B. The Parents:

Because of the varied needs of the familes represented in the Kickapoo-North Canadian Project, the main goal of the project in its first years was to develop a feeling of belongingness and involvement among the families. No set meeting schedule was developed, because of the need for sponteneity and enthusiasm rather than PTA-type meetings. We feel that in terms of our goals the year was an almost unbelievable success. All of our parents participated in the project in some way - this included our non-English speaking Kickapoos (who people said would not participate) as well as our more progressive white families who were not allowed to develop a feeling of superiority within the group. The planned activities were as follows:

Orientation: One parent meeting was held prior to the beginning of the program and parents were given an orientation into the purposes of Head Start. Approximately 35 people attended this first meeting.

Adult Education: A program of basic adult education was begun by the tribe with assistance from the KNCP staff and was highly successful. The local home demonstration agent also visited the building once a month to conduct classes in Home Economics.

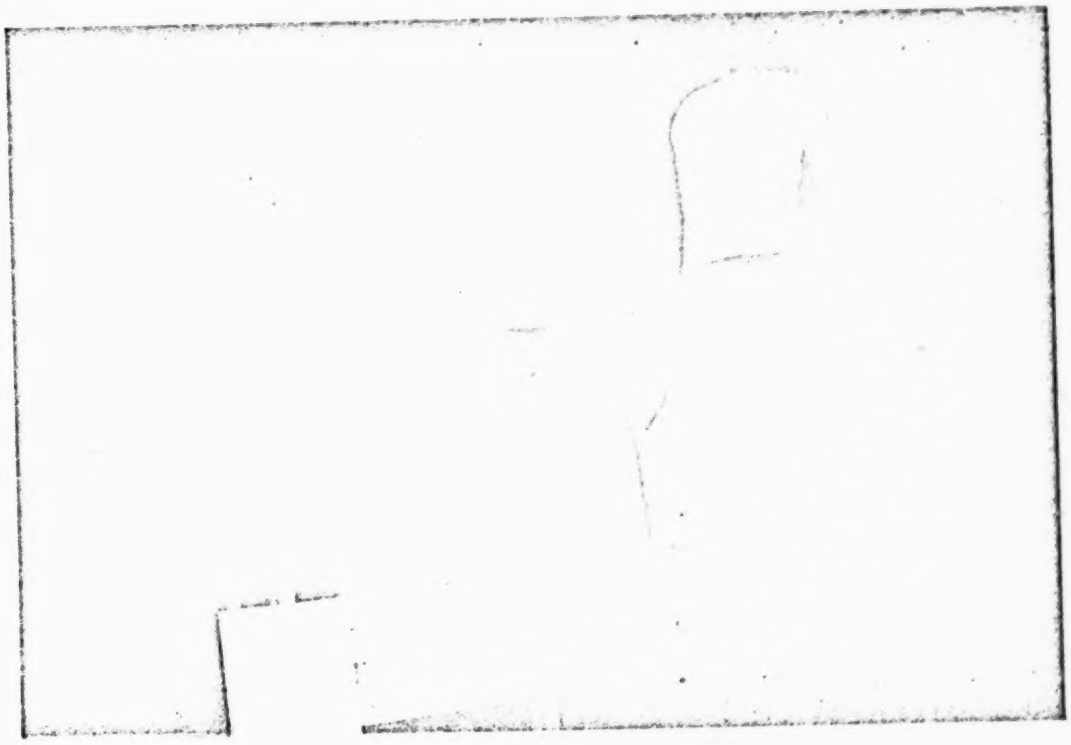
Meetings (July 25-26): The meeting at the State Center School had a very disappointing turn-out - only five parents were present although all had been personally notified. At the Kickapoo Community Building, though, 75 people were in attendance and in both programs slides were shown of the summer activities and a discussion of the fall project.

Work Nights (Sept. 1 and April 4): Over 100 people attended each of the work nights held at the Kickapoo Community Building. Parents built, repaired, and painted equipment for the school and also began to become acquainted with each other. They took a great deal of pride in being able to be of assistance. We felt that this was our most successful venture!

Open House (October 4 and 10): Open House was held in both centers to provide an opportunity of parents, community residents, and merchants to visit the centers. Approximately 300 people in all visited the centers.

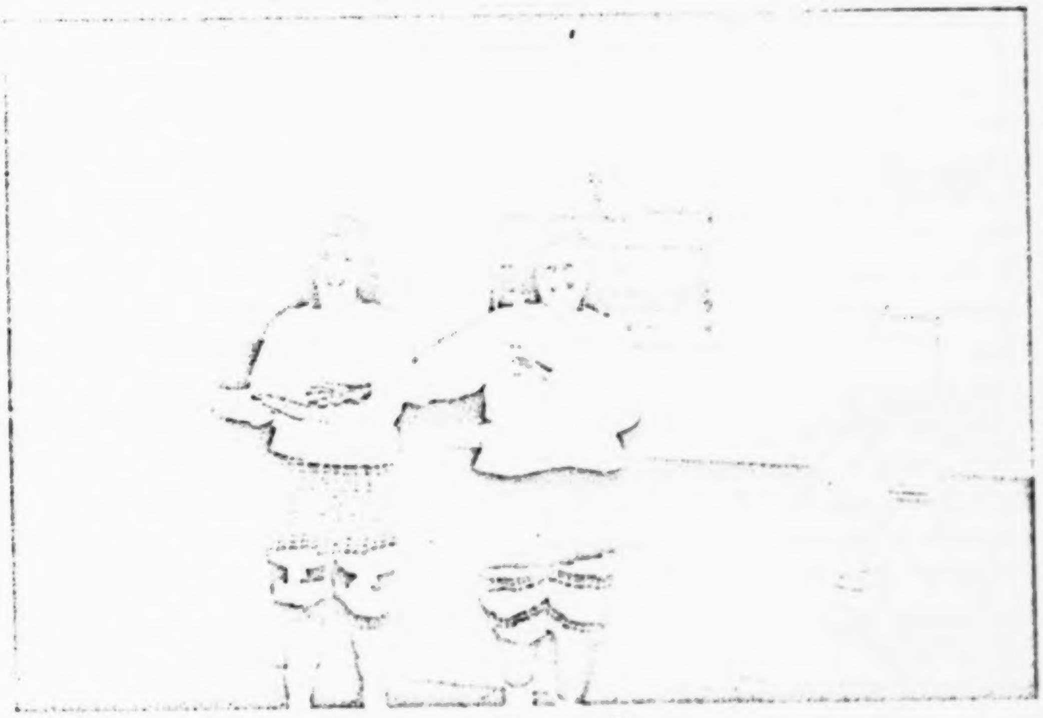
Christmas Party: Mothers from both centers gathered at the Kickapoo Community Building on December 14, to make play dough and stuff Christmas stockings for the children. The mothers were then the special guests of the children for a Christmas Party. Every child had someone from his family at the party.

Basketball Game: A basketball game was hald in February in which the mothers and staff of the Kickapoo-North Canadian Project challenged the Kickapoo women's team. Admission was charged with the proceeds going into a special bank account to be used for field trips and special activities for the children. This will probably become a yearly event.



Fathers
building a
rabbit hutch

Cheerleaders
at the
basketball game



The Christmas Party

Rummage Sale: A rummage sale was held on April 8, 1967 in the Community Building. $120 was raised at the sale and the proceeds were used for the purchase of a piano.

Other: Almost every mother visited the center at least one time during the year to observe the program in operation. Most of the mothers went with their children for their children for their medical examinations, and many have assisted with field trips. The staff would many times ask for assistance from those parents who, in most school situations, would not be included. These "unwanted" parents would, many times, be the most helpful and cooperative of any. We hope the good relationships and friendships developed during this first year will continue. The coming year we hope to develop more educational and service projects with the parents.

PART IV: HEALTH PROGRAM

Each child recived a complete physical and dental examination including a blood test, tubersulin tine test, urinalysis, and worm treatment. Appointments were then made for treatment. Many of the children had completed their dental work by the close of the project and others were just beginning. The staff and the Indian Health Center were responsible for the medical program and were very cooperative and pleasant to work with. Some medicine and vitamins were prescribed, and advice was given on treatment of empetigo.

One child was referred to the speech and hearing clinic at University Hospital, but much follow-through work is needed and there is some doubt as to whether the parents will continue to take the child for treatments.

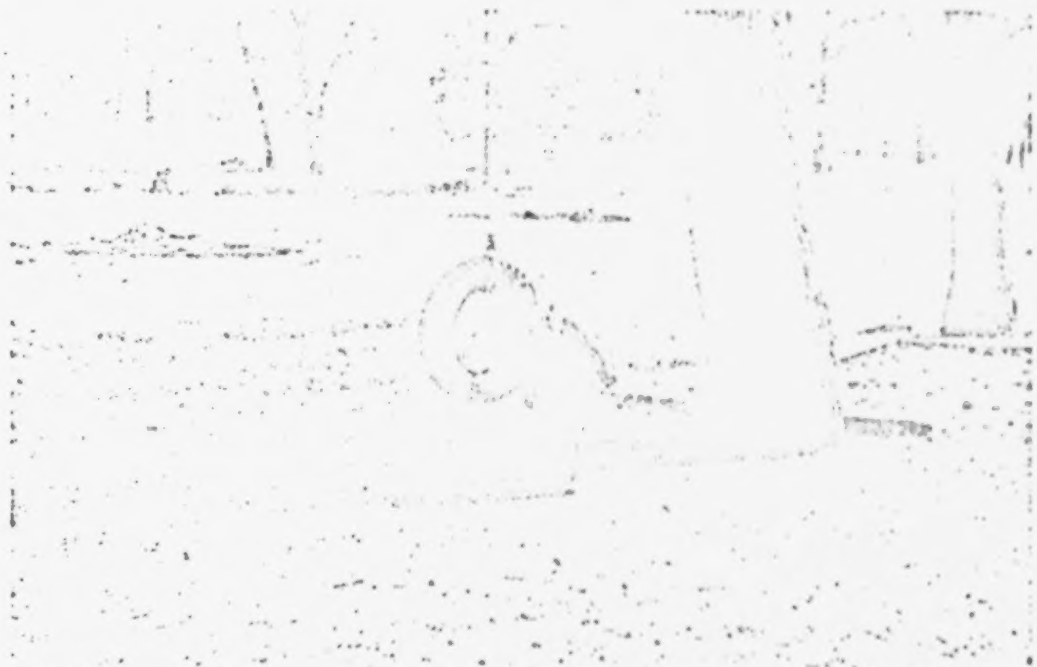
One child and his family were referred to the Psychological Clinic at the University of Oklahoma. They seemed to feel very good about their experience there, and the child was showing remarkable progress.

All children received the needed immunizations, but we were unable to get a thorough vision screening or an audiometer test for any of them. Hopefully this will be done early in the new project.

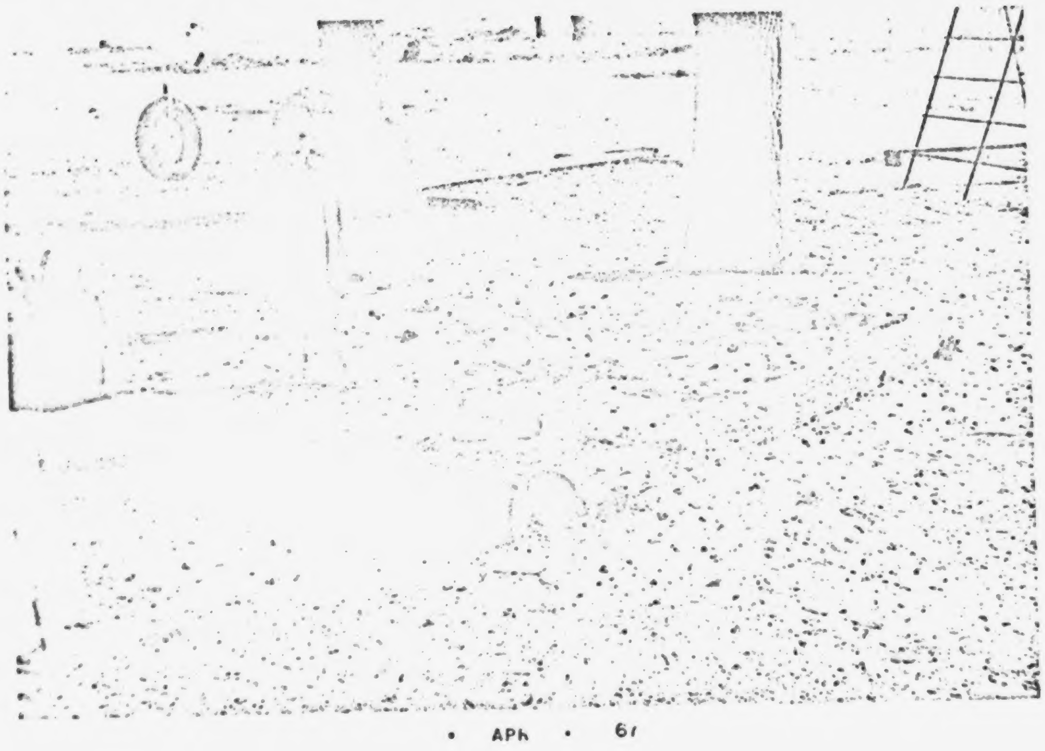
Forms were developed especially for the Kickapoo-North Canadian Project and proved to be efficient. Copies are included in the Appendix.

PART V: EQUIPMENT AND SUPPLIES

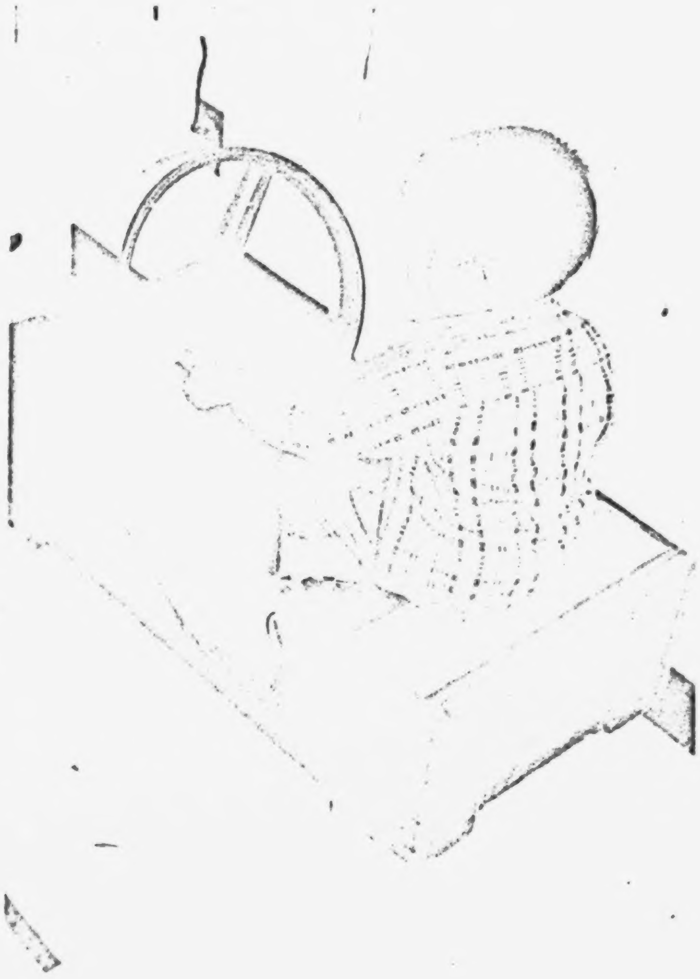
Staff and parents did an amazing job of improvising and building equipment for the centers. There were also many individuals and groups who donated play equipment and supplies to the program. The following illustrations show some of the improvisations:



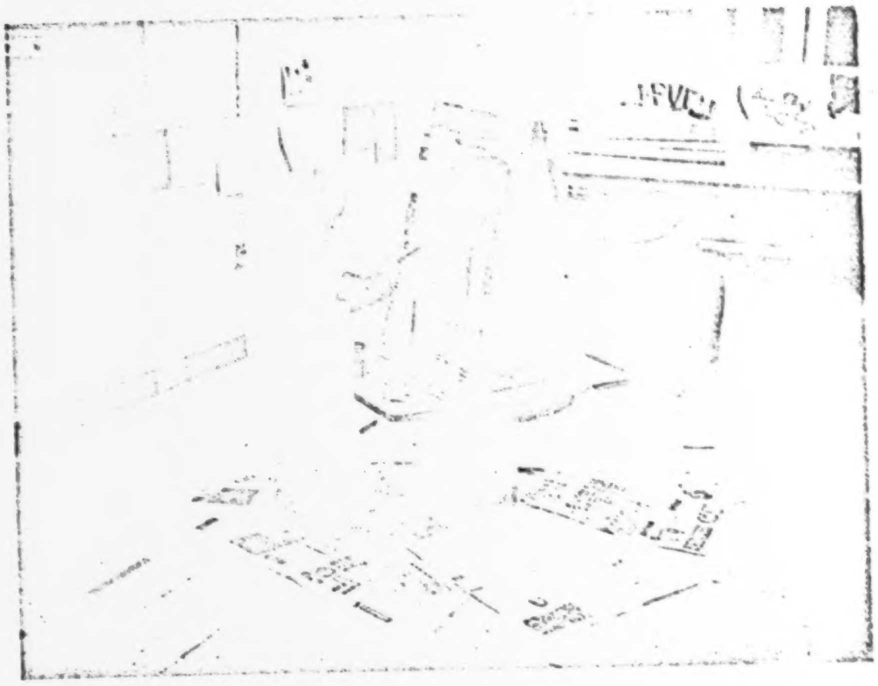
Tire Swing



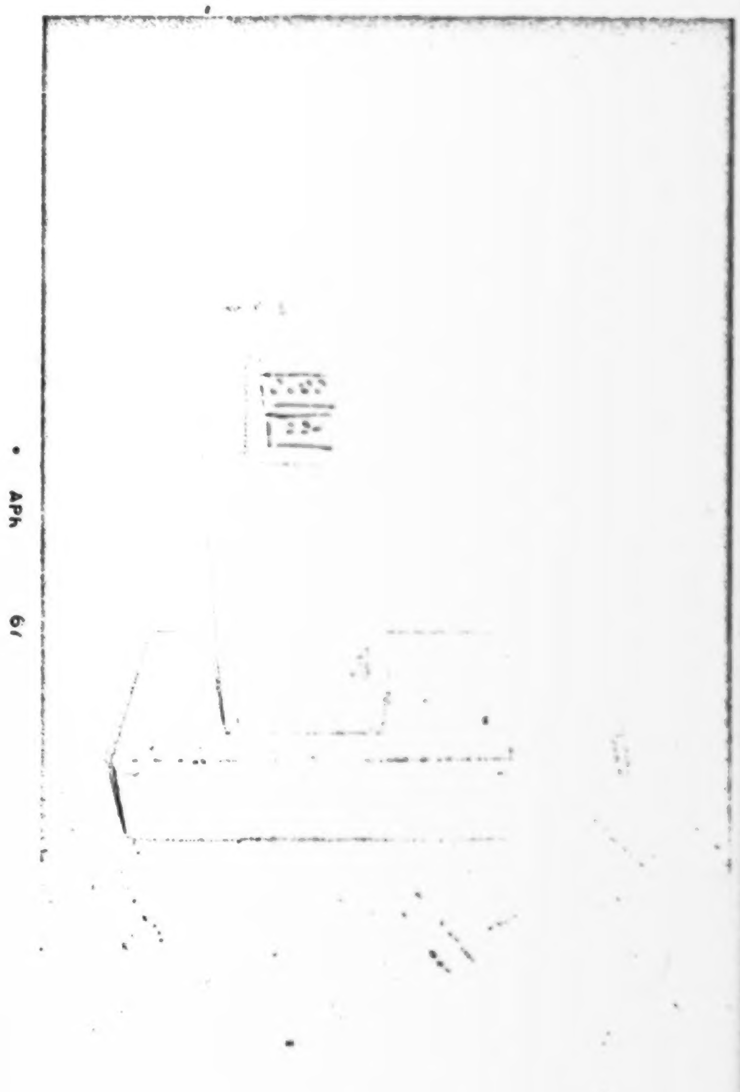
Sand box
made from
logs



The car
built from a
wooden box &
steering wheel



The easel built from plywood & formica sink cut-outs



The service station pump

The horse made of a barrel, stand, & saddle

PART VI: VISITORS TO THE PROJECT

The Kickapoo-North Canadian Project, as part of its responsibilities as a demonstration center, invited and encouraged people to visit in the program. We felt that it was important for people to have an awareness of what Head Start is and to have the opportunity, through our program, to know what it should be. Other than parents and community residents, visitors to the centers included:

Mrs. Fred Harris, wife of United States Senator, Fred R. Harris
Mrs. Sargent Shriver, wife of the Director of OEO
Mrs. Iola Taylor, Director of Oklahomans for Indian Opportunity
Mr. John Taylor, Bureau of Indian Affairs, Shawnee, Oklahoma
Mr. Carrol Slack, BIA, Shawnee, Okla.
Mr. Bernie Richards, BIA, Shawnee, Okla.
Dr. Mildred Jacobs, Psychologist, University of Oklahoma
Mr. Jack Campbell, Psychologist, University of Oklahoma
Dr. Josephine Hoffer, Oklahoma State University
Mrs. Betty Fogg, Washington, D.C.
Miss Mary Warren, Home Economics, University of Oklahoma
Miss Garnet Fittro, Home Economics, University of Oklahoma
Mrs. Ramona Emmons, Texas Women's University
75 Trainees from Okla. State University 8 week Head Start Training Program (3 groups)
15 Child Development Students, Oklahoma State University
12 Child Development Students, Texas Women's University
300 Trainees, University of Oklahoma, Head Start Teacher Orientation (5 Saturdays)
State and Regional OEO Staff Members

The children became quite accustomed to having visitors to their school, and went on with their activities as though no one were there. They would many times express disappointment when a week would pass by with no visitors.

PART VII: TRAINING PROGRAM

A. Teacher Aide Training

The most exciting and rewarding aspect of the entire training program was the work with the teacher aides. They responded enthusiastically to the training, and absorbed the child development philosophy so easily that many times they were "teaching the teachers." In fact, they have become assistant teachers rather than aides. The three trainees are listed in the staff section of the report. They were Katherine Wahpepah, Lena Sunday, and Earlene Harlan. Their training program was designed as follows:

Books: Katherine Read. The Nursery School. 1965
Green & Woods. A Nursery School Handbook.
ACEI.Bulletins. Discipline
Play, Children's Business
Work and Play Materials

Each trainee also had access to the mimeographed materials included in the appendix.

Field Trips: Laboratory Nursery School, Okla. State University
Laboratory Nursery School, Oklahoma University
Okla. Assoc. for Children Under Six annual meeting in Chickasha, Okla.

Films: Children's Emotions
The Frustrating Fours and Fascinating Fives
Children's Play

Class Sessions:
Week I - The Child Development Center
Week II- Children's Play - Film
Week III-Children's Play, cont.
Week IV- The Role of the Aide
Week V - Children's Emotions - Film
Week VI- Handling Problem Situations
Week VII-Discipline
Week VIII-Ages and Stages - Film
Week IX -Field Trip - OSU
Week X - Planning Daily Activities
Week XI- Art Activities
Week XII-Field Trip - OACUS
Week XIII-Science Activities
Week XIV-Dramatic Play and Literature
Week XV- Field Trip - OU
Week XVI-Music Activities
Week XVII-Field Trips and Special Activities
Week XVIII-Planning for special teaching experience
Week XIX-Equipment and Supplies
Week XX- Evaluation of Teaching Experience
Week XXI-General discussion and evaluation of training

Special Project: Each trainee had as her goal, throughout the training, a week in which she would serve as head teacher in the program. During this week an intern was to serve as her assistant and the regular head teacher was to make home visits so that the whole program depended on the aide. Each of the aides had considerable apprehension about this experience but expressed a new appreciation for the teacher's role following it. All three did amazingly good planning and were quite effective as teachers; however, the strain of the responsibility was quite apparent and they were all very pleased to return to their role as assistants following their experience.

Each of the aides has continued to refer to her textbooks even following the training, and all have been thrilled with the understandings they have gained from the classes.

This training program could easily be done in all year round Head Start programs as part of the inservice training. We found that the high school graduate aide responded much more satisfactorily to the child development philosophy than did elementary school teachers with college degrees who had to "unlearn" a great deal before they could begin to learn.

All three of these aides could probably conduct an outstanding program by themselves, with some supervisory help, and maintain a model child development program.

B. Internship Training Program

The internship training program of the Kickpoo-North Canadian Project was moderately successful in terms of the goals set by the staff. Three interns were trained in the fall program (as described in the fall training report) and because of their background were the most outstanding of the two groups.

The spring program included six interns, none of whom had the needed child development background. Thus, a great deal of training time was spent in remedial type work in the child development philosophy. Many problems were encountered with this group, and thus they provided a valuable learning situation for the staff in planning the future projects.

The following six interns were selected for the spring internship training program:

Biographical Data

Name: (Mrs.) Vicki Clayton Age: 32 Birthdate: 7-13-34

Home Address: 209 Sunny Lane, Chickasha, Oklahoma

Educational Background:

Degree	Institution	Major Field	Date
B.S.	University of Oklahoma	Home Economics	1956

Work Experience:

Position	Employer	Address	Date
Teacher (Kdg.)	Okmulgee Public Schools	Okmulgee, Okla.	1960-63
Teacher (H.E.)	Anadarko Public Schools	Anadarko, Okla.	1958-60
Teacher (Nursery)	Okla. U. Lab School	Norman, Okla.	1957-58

Reason for interst in training:

"The Head Start program, ideally, will meet so many needs and I would like to be a part of it. Although I have had nursery school and kindergarten experience, I feel more specific training would be needed to be an effective part of the program."

Name: (Mrs.) Linda Lewandowski Age: 26 Birthdate: 2-3-40

Home Address: 615 W. Symmes, Norman, Oklahoma

Educational Background:

Degree	Institution	Major Field	Date
B.A.	Eastern Michigan University	Art Education	1963
	Michigan State University	Education	1965

Work Experience:

Position	Employer	Address	Date
Peace Corps Volunteer	Peace Corps	Thailand	1963-65

Reason for interest in training:

"I would like to begin work here similar to my experiences in the Peace Corps, and feel as though a training program is necessary to help me enter this type of work."

Name: (Mrs.) Nancy McCoy Age: 27 Birthdate: 10-14-39

Home Address: 909 Rolling Meadow, Midwest City, Okla.

Educational Background:

Degree	Institution	Major Field	Date
B.S.	Central State College	Home Economics	1967

Work Experience:

Position	Employer	Address	Date
None			

Reason for interest in training:

"I am interested in children and their development and know that not all children have the same opportunity to advance. This program would give me a chance to do my part in advancing the underpriviledged children in this area."

Name: (Miss) Laurette Lyall Age: 27 Birthdate: 7-25-39

Home Address: 1101 S. Jenkins, Norman, Oklahoma

Educational Background:

Degree	Institution	Major Field	Date
M.A.	University of St. Andrew Scotland	Languages	1961
	Munich University, Germany	Languages	1958-59
	Swedish Folk University	Teaching Eng. as 2nd Language	1961-66

Work Experience:

Position	Employer	Address	Date
Teacher	Swedish Folk U.	Sweden	1961-65
Varied work in camps and	poverty programs in	Sweden, Germany,	Israel, etc.

Reason for interest in training:

"I have worked in many poverty programs throughout Europe and would like to learn more about this type of work in the United States. I would especially like the opportunity to learn to work with young children, and I hope that my experioence in teaching English as a second language might be of benefit in working with non-English speaking Indian children."

Name: (Mrs.) Lynda Rae Hardwick Age: 24 Birthdate: 1-15-42

Home Address: 2605 Carlton Way, Oklahoma City, Oklahoma

Educational Background:

Degree	Institution	Major Field	Date
B.S.	University of Okla.	Home Economics	5-31-64

Work Experience:

Position	Employer	Address	Date
Teacher (Kdg.)	Moore Public Schools	Moore, Okla.	1964-65

Reason for interest in training:

"I have always enjoyed working with young children and would like to have some additional training in this area."

Name: (Mrs.) Joan Nicholas Age: 23 Birthdate: 3-3-43

Home Address: 6 No. Baumann, Edmond, Oklahoma

Educational Background:

Degree	Institution	Major Field	Date
B.A.	Central State College	History & Home Ec.	1967

Work Experience:

Position	Employer	Address	Date
Rest Home Volunteer		Kingfisher, Okla.	1958

Reason for interest in training:

"First of all, I'm interested in participating in the internship training program because I had planned to go into a job of this sort when I graduated. I had considered applying for a job with the state welfare department and take some graduate courses in night school. However, when this opportunity presented itself, I decided to pursue it. Also, though I have decided to do my graduate work in home economics rather than history, I am still very interested in it. My husband is part Cherokee, and this has led us both to do research in our history courses on American Indians and their culture and history. I believe that this training program will help me to combine my interests in social work and history. I have always enjoyed working with children and have had various experiences beginning with baby sitting, Sunday School classes, and Bible School classes while I was in high school. While in college I have had two child development courses and other related education courses in which I observed children and learned many things about all phases of child development."

The Training Program

Class Session

Week I Introduction to the Kickapoo-North Canadian Project

Each intern was assigned to work with one group of children for the semester: Joan Nicholas, Nancy McCoy, and Lynda Hardwick were assigned to the State Center Program and Linda Lewandowski, Vicki Clayton, and Laurette Lyall were assigned to the Kickapoo Community Building. The first day consisted of a tour of both centers and the geographical area. Following the tour there was a general discussion of responsibilities and semester plans. Packets of materials were given to each of the interns. (See Appendix)

Week II The Overall View of Head Start - Suzann Keely

Class was held at the Kickapoo Community Building. Miss Keely lectured to the group on the goals and objectives of the Head Start Program throughout the nation. A discussion was then held on the specific goals of the Kickapoo-North Canadian Project and how these goals were being carried out.

Week III The Child Development Philosophy Suzann Keely

Readings had been assigned, and Miss Keely presented a short lecture which was followed by discussion concerning the rationale behind the child development center.

Week IV The American Indian Mrs. Alex Ricciardelli

Class was held on the University of Oklahoma campus. Mrs. Ricciardelli, an anthropoligist, gave a presentation on special problems in working with Indian sub-cultures, and more specifically the Kickapoo. A discussion followed this presentation.

Week V The Daily Program Suzann Keely

Some specific suggestions and ideas were presented to the interns to assist them in developing plans for their weeks of teaching in the centers.

Week VI Meeting the Psychological Needs Dr. Mildred Jacobs
Mr. Jack Campbell

Class was held on the university of Oklahoma Campus. The interns presented some of the problems they had encountered in working with the children and some very good suggestions and philosophy were presented by the consultants on ways of working with young children and their families.

Week VII Discipline- Suzann Keely

This class meeting was a follow-up discussion of the previous session and the interns were able to share experiences and present suggestions to each other on ways of helping children work toward the goal of self-control.

Week VIII The Medical Program Katherine Hudson

Class was held in Oklahoma City and the State Health Department. Mrs. Hudson was able to explain the responsibilities of the various County Health Departments and to give suggestions on how their services could best be utilized. She also gave some specific ideas for designing a satisfactory health program for young children.

Week IX The Medical Program Dr. Hutcheson

All interns travelled to the Indian Health Center in Shawnee for this class session with Dr. Hutcheson. He explained the responsibilities of the Clinic to the Indians and provided the students with a great deal of information on the diseases most common among our children. They were also able to get a schedule of most appropriate ages for various immunizations.

Week X Mid-term Evaluation Suzann Keely

Miss Keely scheduled individual conferences with each of the interns during this week.

Week XI Social Services Leon Ginzberg
Bob Ketner

This class session was held on the University of Oklahoma campus. Mr Ginzberg and Mr. Ketner, both from the School of Social Work, were able to provide the interns with some background for wo king with underprivileged families.

Week XII Social Services for Indians Mr. Carrol Slack

The class moved to Shawnee for this session with Mr. Slack, Social Worker for the Bureau of Indian Affairs. Mr. Slack was not only able to give a great deal of history on the BIA but also had a great deal of information about the Kickapoo Tribe.

Week XIII The Nutritional Program Mrs. Kaye Sears

Mrs. Sears gave a short presentation and then the group discussed their plans for meal preparation in the centers.

Week XIV Working with parents and volunteers Suzann Keely

This class session was in the form of a discussion group - each of the interns brought suggestions and ideas to the session which might work well in a child development center to involve parents and other community residents.

Week XV Community Action and Head Start Tom Eppler

The class met in Oklahoma City with Mr. Eppler from the state OEO Office. Mr. Eppler provided them with considerable information about the history of OEO in Oklahoma and about the success of community action and its relationship with Head Start.

Week XVI Equipment and Supplies Suzann Keely

Each intern was to compile a list of equipment and supplies she would purchase with a given amount of money for a Child Development Program.

Week XVII Evaluation Suzann Keely

Individual conferences were again held with each of the interns.

Participation

Each intern was required to compile a notebook in which she kept notes from assigned readings and lectures, any information she may have received on services available to Head Start centers, and a running record of her experiences in the child development center throughout the semester.

Each intern was involved in all aspects of the program operations throughout the 17 weeks she was in the center. This involved assisting the head teacher every day with program activities, supervising one group of children during the meal time, giving extensive time and attention to three assigned children, and participation in all center activities.

In addition to the above, each intern was required to:

a. Plan and direct the daily activities for the children on alternate weeks.
b. Plan and direct the preparation of the meals and snacks for one week.
c. Plan and direct one field trip.
d. Be responsible for the medical, psychological, and social services for three children and their families and keep the necessary records on these services.
e. Plan and direct one parent meeting.
f. Plan and build one piece of equipment for the center.
g. Make a list of equipment and supplies necessary for a center with special emphasis on ways in which these could be improvised or built.

(See appendix for reports by students on their participation)

Evaluations by Head Teachers

Nancy McCoy - Unsatisfactory - Mrs. McCoy moved from the area in May and did not complete the training. She made no effort to notify the director of her plans and did not submit final reports. Her participation in the center and classes was undependable and she showed very little aptitude for work with young children.

Joan Nicholas - Satisfactory - Mrs. Nicholas worked very hard and did some very interesting projects. She seemed to take an interest in the children and wrote several very interesting stories for them. She lacked some of the ability which a good child development background might have provided her, but she made up for this with her creativity and strong motivation.

Lynda Hardwick - Satisfactory - Mrs. Hardwick had a stronger background for working with young children than any of the other trainees. She was very interested in the children and their families, and became very involved with the project.

Linda Lewandowski - Satisfactory - Linda entered the program eager to work and take part in all activities. This was good but she often would step in before she really knew what should be done. She was anxious to be the lead teacher and do things the way she felt they should be done. It was hard for Linda to observe our program in action without being critical. I found that when I offered suggestions to her, she would listen, smile, and continue on as before.

Linda was able to interact with the children. She was out-going and friendly to the children and their parents. She seemed to enjoy her work, but I somehow question her sincerity in this field of work. There is nothing I can put my finger on but I got the feeling that this was just another job. She could do and say all the necessary things a teacher should do and say and still not become involved with the people.

Laurette Lyall - Satisfactory - Laurette was the most likeable of the interns. The children were attracted to her from the first. She was out-going and friendly to everyone. She was open to suggestions and seemed to want all the help we could give her. She was interested in trying new ideas and finding ways to create new interests for the children. However, I sometimes felt she tried new ideas without giving them enough thought beforehand.

Vickie Clayton - Satisfactory - At first Vickie seemed overly concerned about the dirt on the children. They seemed to sense she was drawing away from them and they in turn, did not respond to her. After several weeks she began to forget the dirt and relax and then she was able to develop a working relationship with the children and other adults.

Vickie has many qualities of a good teacher. She offered several suggestions for our project that I feel are worth adding to our total program. She seemed to be sincere in wanting to learn new ways of working with the children and was open to any suggestions that I made to her. I do feel, however, that she would have gained more from our project if she had been able to spend more time at the building. She was never able to arrange her personal life so that she could arrive in time to help prepare the room for the children or stay after school to help with the clean-up. It was during this time that the teachers often discussed problems in the school and decided on a uniform way in which to handle them.

Appendix I

Materials Provided to Interns

WEEKLY PROGRAM

DATE ______________________

MONDAY	ART	MUSIC	SCIENCE	STORY	SPECIAL ACTIVITY	
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

RECIPES

Finger Paint #1

½ C. Argo corn starch
1 C. cold water
1 envelope unflavored gelatine
2 C. hot water
½ C. mild soap flakes or
synthetic detergent

Combine corn starch and 3/4 cup of the cold water in a medium size saucepan; soak gelatine in remaining ¼ cup cold water. Add hot water to starch mixture and cook over medium heat until mixture comes to a boil and is clear, stirring constantly. Remove from heat; blend in softened gelatine. Add soap or detergent and stir until mixture thickens and soap or detergent is thoroughly dissolved. Makes about 3 cups. Recipe may be multiplied.

Note: One tablespoon glycerin may be used in place of gelatine. If used, combine the full cup of cold water with the corn starch before cooking. Stir in the glycerin when the base is removed from the heat.

Finger Paint #2

½ C. Linit laundry starch
1 C. cold water
½ C. mild soap flakes or
synthetic detergent
2 C. hot water

Combine Linit starch and one cup of cold water in a medium size saucepan; soak. Add hot water to starch mixture and cook over medium heat until mixture comes to a boil and is clear, stirring constantly. Remove from heat; add soap or detergent and stir until mixture thickens and soap or detergent is thoroughly dissolved. Makes about 3 cups. Recipe may be multiplied.

Play Dough

2 C. flour
1 C. salt
2 T. olive oil
Food coloring

Knead above ingredients and place in plastic bag. This dough, together with materials such as assorted cookie cutters for making a variety of shapes and with buttons for decorating features, is a fascinating play material.

Bookmaker's Paste

1 t. flour
2 t. cornstarch
½ t. powdered alum
3 oz. water

Mix dry ingredients. Add water slowly, stirring out all lumps. Cook over slow fire (preferably in double boiler), stirring constantly. Remove when paste begins to thicken. It will thicken more as it cools. Keep in covered jars. Thin with water if necessary.

Cookie Recipe (Plain)

½ C. oleo
2¼ C. flour
½ t. baking powder
1 C. sugar
1 egg
1 T. milk

Cream oleo, adding sugar a little at a time. Beat egg, combine with sugar and oleo mixture, add milk. Sift flour and baking powder together, add to mixture. Chill dough and roll very thin. Cut into shapes. Bake at 410° for 10 minutes or until golden brown. Makes approximately two dozen.

Coal Formation

Water -- Enough to come half-way up on side of coal
Coal -- 4 or 5 medium-sized pieces
Salt -- ½ cup
Bluing -- 2 T. on each piece of coal
Ammonia -- 1 small bottle
Merthiolate -- 2 T. on each piece of coal

Put coal in container. Put water half-way up on coal. Put salt over coal. Add bluing, merthiolate, and ammonia.

Cooked Play Dough

1½ C. salt
3 C. flour
6 T. Cream of tartar
3 T. cooking oil
3 C. water

Mix and cook over medium heat till forms a ball (about 3 minutes)
Knead and let cool -- store in closed container.

GENERAL GUIDELINES FOR ART ACTIVITIES

1. Write the child's name and the date and try to record any comments he might make about his work on the finished product.
2. Be interested in what the child is doing but never ask him what he's making. Let him tell you "about" his work.
3. Try not to interrupt a child who is absorbed in his work.
4. Remember, it's the experience and not the finished product that counts.
5. Help the child learn to use the materials wisely, but do not become materials centered -- the materials are expendable.
6. The children should be encouraged to participate in all aspects of an art experience including preparation and clean-up.
7. All experiences give the child a background for formulation of art ideas.
8. Encourage the child to explore the many possible uses of materials.
9. Balance the art activities - new with familiar - messy with clean - outdoors with indoors.
10. Prepare parents on what to expect from and how to react to their children's art work.

STAGES OF ART EXPRESSION

1. MANIPULATION -- The child is interested in the manipulation of the tools and media rather than the creation of an end product.
2. SYMBOLIZATION -- The child's work is somewhat the same as in stage 1, but he begins to give a name to the end product.
3. EXPERIMENTATION -- The child experiments with different combinations of lines, shapes, symbols, and forms to produce various designs.
4. REPRESENTATION -- The child has a plan in mind and works toward a recognizable end product.

ART ACTIVITIES

Paint

Containers

1. Frozen juice cans, plastic detergent bottles, milk cartons, and small aluminum pie dishes are good disposable containers.
2. Jars, muffin tins, glasses, and plastic containers can be reused.
3. Containers with lids are especially good for preserving paints.

Easel Painting

1. Mix dry tempera with water (wheat paste, dry starch, or detergent will add thickening).
2. Provide bright true colors, adding pastels as the children mature.
3. Provide large paper and long handled brushes.
4. The easel should be placed in an area free from interruptions with the child's back to the light.
5. A clothesline can be hung or a wooden drying rack may be used for drying paintings.

Gadget Painting

1. Provide 4 or 5 colors with 12x18 paper.
2. Provide many gadgets by each color.
3. Dip the gadget in tempera and then print the design on paper.
4. Keep each gadget with one color.
5. Different designs can be made by creative use of the gadgets.

Gadgets: Lids, spools, cookie cutters, kitchen tools, jewelry, nuts, bolts, toys, sponges, strings, straws, feathers, potatoes, carrots, blocks, etc..

Variations: Try loading a sponge with paint and using it as a stamp pad with the gadgets. Cut designs in potatoes, carrots, raddishes for printing.

Sponge Painting

1. Provide a variety of colors with one or two different shaped small sponges for each color.
2. Dip one end of sponge into paint.
3. Press sponge over paper lightly to make desired design.

Variations: Children can make very interesting fall trees by painting a brown trunk and limbs and then covering this with spongings of various leaf colors.

String Painting

1. Provide 1, 2, or 3 colors of paint with a string about 18" long in each color (leave about 3" out of the paint).
2. Fold paper in half.
3. Spread paint-soaked string over half of paper in free design.
4. Press 2 sides together, open, and remove string.

Variations: Pull out the string while the paper is still folded, putting pressure on the folded paper. Try using two full sheets of paper rather than folding the one sheet.

Blob Painting

1. Provide 3 or 4 colors with a spoon in each color. (pastels)
2. Fold paper in half.
3. Spoon paint on half of paper.
4. Fold other half over, pressing the paper together so that the colors blend together.
5. Open for a surprise.

Variations: Spatter paint on the paper with a brush rather than spooning it. Cut around blob painting in the shape of a butterfly.

Straw Blowing

1. Provide a variety of colors of paint.
2. Dip end of straw in paint.
3. Blow over paper.

Dry Paint

1. Provide dry tempera in open containers.
2. Provide a container of liquid starch or water.
3. Wet brush in starch or water, dip into dry tempera, and paint on dry paper.

Roll-On

1. Fill a roll-onldeodorant bottles with liquid tempera.
2. Use the roller bottle to draw on construction paper.

Wandering Paint

1. Dip paper in water (construction paper).
2. Make sure the paper is quite wet.
3. Dip straw, toothpick, or match stick in paint and touch topaper.
4. Paint will run in the water to make a design.

Dry Paint

1. Dampen paper with a wet sponge.
2. Sprinkle dry tempera from a salt shaker over paper.
3. Spread with a brush.

Spatter Paint

1. Cut pattern or design from paper.
2. Place on a plain sheet of paper securely.
3. Spatter paint over design with a spray gun or a toothbrush on wire.

Caterpillars

1. Cut egg carton in long halves.
2. Paint.
3. Add pipe cleaner feelers.

Finger Painting

1. Provide a smooth washable surface, a pan or pail of water, and aprons.
2. Provide 1 or several colors of finger paint (the color can be added to the paint after it is on the paper).
3. Write the child's name on the back of the slick paper.
4. Wet the table and paper liberally, smoothing out all of the wrinkles.
5. Spoon paint onto the paper.
6. Spread paint to corners with both hands.
7. Use various motions of the hands to create designs.

Variations: Finger paint directly on a table or plastic surface. Press dry paper onto the finished design to make a permanent picture.

Soap Painting

1. Beat until stiff soap flakes and water.
2. Paint with hands or brush directly on table, tray, or paper (it does not preserve well on paper).
3. Makes interesting window designs and snow pictures.

Murals

1. Give each child one color of paint.
2. Spread long sheet of paper on floor.
3. Have considerable newspapers surrounding the mural for drips, ect.
4. Let the children develop their own ideas.

Variations: Let the children develop a central theme for the mural with differenttchildren painting different aspects of the theme. Children can paint a general background and then cut out individual paintings to paste to background.

Crayons

Reminders

1. Watch for children becoming tense with overuse of crayons.
2. Provide large crayons and large sheets of paper.
3. Don't use crayons every day.
4. Remove the paper so that the sides can be used.

Themes for Drawings

1. A family book - each child makes a book of drawings of members of his family. (mature children)
2. Records of field trips (not every time).
3. Holiday pictures: Silly April Fool pictures, Letter to Santa with drawings of what the child wants for members of his family.
4. Story pictures - the child can tell a story with his picture.

Scribble Designs

1. Take one crayon and wander across the page in a rambling manner creating a scribble design.
2. Fill in the spaces within the scribble in one of the following ways:
    a. With a variety of colors.
    b. With various designs.
    c. With one color over varying textures (brick, sandpaper, etc)
    d. Look for a figure in the design and fill in to make this figure prominent.

Crayon Resist

1. Draw a design or picture coloring in all of the major areas heavily.
2. Paint over the entire drawing with laundry bluing or thin tempera.
3. The paint will not stick to the coloring.
4. This makes especially nice Halloween pictures.

Carbon Paper

1. Paper clip carbon paper between 2 sheets of plain paper.
2. Draw with a primary pencil.

Hands and Feet

1. Responsibilities: Let the child draw around his had on colored construction paper, color designs on it, and cut it out. Use the hands in bulletin board arrangements to designate room duties.
2. Hand Turkeys: The child draws around his own hand. He then adds legs, bill, etc. to make a turkey (the thumb is the head with the fingers being the tail).
3. Hand prints: Dip the child's hand in paint and print on paper - sprinkle with glitter. A little poem can be used with it for a parent:

    This is to remind you
    When I've grown so tall
    That once I was quite little
    And my hands were very small.
4. Feet butterflies: Fold a piece of construction paper in half. Have the child draw around one of his shoes (left foot on right side of paper and vice versa). The shoes make the wings and the child can fill in the body and color the wings.

Colored Chalk

1. Use dry on paper and spray with a fixatif.
2. Use dry on paper and smear with kleenex.
3. Dip chalk in buttermilk.
4. Dip chalk in water.

Cutting and Pasting

Collage

1. Provide a variety of scrap materials - fabrics - cotton - wood - paper - yarn - seeds - sawdust, etc.
2. Provide a good paste - Elmer's glue might be needed for heavier items.
3. Children could use a crayon with the collage.

Variation: Make cloud pictures with popcorn.

Paper Cutting

Provide just paper scraps for free cutting.

Encourage children to make circles by cutting corners rather than a continuous circle.

Paste Designs

Spread paste in designs over paper. Sprinkle colored sawdust or colored egg shell over paste.

Pin Wheels

1. Cut 6" square of paper.
2. Cut in from 4 corners.
3. Bring corners to center.
4. Pin center to eraser of new pencil.

Special Activities

Woodworking (good tools)

Doll House (volunteer make)

Flannel Board (cover plywood or 3 side card board box)

Wash Doll Clothes

Wash Dishes

Rhythm Instruments (have good ones but can make some)

Grocery Store (empty cans, etc.)

View Master

Films

Bean Bags

Bowling Pins (ask bowling alley for old ones - ball or hoops)

Hand Puppets

Possible Field Trips:
- Through School
- Kitchen
- Around the Block
- Treasure Hunt
- Grocery Store
- Teacher's House
- Farm or City
- Movie
- Zoo
- Fire Station
- Dentist and Doctor
- Post Office
- Train
- Bus
- Picnic
- Carpenter

Science Suggestions

Nature Walks - leaves, pinecones, rocks, flowers, bird nests, cattails

Water Play - paint with water, sail boats, clothes and dishes

Science Suggestions

Animals - bird, cat, dog, hamster, rabbit, fish, chicken, duck, pig, worms, snails, tadpoles, turtles, lamb, goat, ant farm, mice

Floating Objects----Sinking Objects

Balance----Scales

Rust on Iron, Freeze and Melt Water

Wind----Pinwheel or Kite

Plants----Carrots, Bulbs (hyacinth or narcissus)

Seeds----wheat, grass, beans

Chemical Garden, Texture Center

Cooking - muffins, jello, gingerbread, pop corn, pudding, cookes, pie, ice cream, butter

Visits - by doctor, by policeman, by postman

Magnet - paper, cork, nails, paperclips, sponge

Shells and Sand, Petrified Wood

Thermometer In and Out of Doors

Boiling Water(steam)

Magnifying Glass, Prism Glass

Bird Feeding Station

Terrarium and Aquarium

Celery in Water and Food Coloring

Bubble Blowing

Gadget Box - padlocks, hook and eye, bolts, various types of fastenings

Dissolving Things in Water - salt, sugar cube

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DAILY ACTIVITIES

A child development program should be flexible enough to provide for special activities and for the specific needs of the children within the group, but stable enough to provide the children with some feelings of security. The following guidelines can be used in establishing a working program.

Arrival: The teacher greets the children as they arrive and gives a general check for any obvious signs of physical illness or disease.

Free Play: The children are free to engage in activities in various interest centers around the room:
The housekeeping center is set up so as to encourage dramatic play, acting out of home problem situations, social interaction with other children, and enjoyment.
The block center, including small unit type blocks as well as large hollow blocks, is for experimentation with size, form, design, and balance, for incorporation with dramatic play, for language development and social contacts, for use of various large and small muscles, and for the interest and pleasure it provides.
The art center includes an easel and tables set up with a variety of art activities. These activities provide the child with the opportunity to enjoy, learn, and experiment with color, line, and form, to develop finer motor coordination, to think independently, and to work toward an end product which is his own creation.
The science center includes living things and also provides for various science activities such as cooking experiences and various simple experiments which allow the children to discover and explore the concepts of the world around them.
The book center displays a variety of children's books and provides a quiet area where children can look at books, experiment with a flannel board, or just sit quietly away from the other activities.
The music center includes a record player and records that can be handled by the children. Instruments and various supplemental materials such as scarves, balls, and hats are also available in this area.
The game center provides puzzles, lotto, pegs, beads, etc. to encourage sensory-motor skills and some small group interaction.
While the children are engaged in the various activities the teachers are available for support, encouragement, affection, and setting of limits depending on the needs of the children.

Pick up: The children and teachers work together picking up and putting away the various toys and equipment. The children are given some advance warning so that they can complete activities and prepare themselves mentally for the end of free play.

Rest: The children get their own rugs and lie down for a quiet resting time. Quiet music, reading of poetry, or reading of quiet stories may be provided during this time.

Snack: Juice or milk and small sandwiches or crackers are served informally.

CHILD'S HEAD START RECORD

KICKAPOO-NORTH CANADIAN PROJECT

NAME OF CHILD ______________________________ NICKNAME ______________

DATE OF BIRTH ____________ PLACE OF BIRTH ______________________________

SEX ________ RACE ________ DOES CHILD UNDERSTAND ________ SPEAK ________ ENGLISH

HOME ADDRESS ______________________________ PHONE ______________

NAME OF MOTHER ______________________________ YEAR OF BIRTH ____________

SCHOOL GRADE COMPLETED ______________________ MARITAL STATUS ____________

OCCUPATION ____

NAME OF FATHER ______________________________ YEAR OF BIRTH ____________

SCHOOL GRADE COMPLETED ______________________ MARITAL STATUS ____________

OCCUPATION ____

CHILD LIVES WITH ______________________ NUMBER LIVING IN HOME ________

NUMBER OF CHILDREN LIVING IN HOME (under 16) ______________________________

NAMES AND AGES ____

____

TOTAL FAMILY INCOME ______________________________ WELFARE? ________

COMMENTS ____

____

Music and/or rhythms: The children are involved in a group experience of singing, physical activity to music, and playing of various simple rhythm instruments.

Outside play: Plenty of space and equipment are provided for the children to explore, climb, run, dig, build, etc. within very broad limits. The teachers are sensitive to the needs of the children and are ready to react to those needs. They are also aware of the many possibilities out of doors play provides for encouraging use of large muscles, scientific exploration, dramatic play, and social interaction.

Story: A quiet time is planned before lunch with the teacher reading or telling a story to the group.

Lunch: A pleasant relaxed atmosphere with one adult for every four or five children is planned with a well balanced meal served for children and adults. Small amounts of food are served with the children encouraged to serve themselves to extra helpings.

Dismissal: The teachers and children discuss the day's activities and look ahead to future special activities. Art work and personal belongings are gathered and distributed, and the children board the vehicles for the ride to their homes.

Field trips and special center activities are an important part of the child development program and will be planned to supplement and enrich the children's experiences. Preparation and follow-up activities will be implemented to stimulate interest and promote learning. These special activities may be of two kinds -- those planned by the teacher in advance with some general objectives established and those which develop spontaneously from the children.

Suzann Keely
Child Development Programs
Extension Division
University of Oklahoma

DENTAL EXAMINATION

CHILD'S NAME____ AGE____________

DENTIST____ DATE____________

NUMBER OF CARIES______________________________ OTHER____________

____

RECOMMENDATIONS____

____

FOLLOW THROUGH:

DATE	TREATMENT

REFERRAL____

____

MEDICAL EXAMINATION

CHILD'S NAME ______________________________ AGE ____________

EXAMINING PHYSICIAN ______________________________ DATE ____________

TUBERCULIN TEST: METHOD ______________________________ RESULT ____________

FOLLOW THROUGH ______________________________

URINE TEST: ALBUMIN ____________ SUGAR ____________ MICROSCOPIC ____________

BLOOD TEST: HEMATOCRIT ____________ HEMOGLOBIN ____________

OTHER TESTS: ______________________________

FOLLOW THROUGH ______________________________

DIAGNOSIS ______________________________

____

____

MEDICATION ______________________________

____

REFERRAL ______________________________

TREATMENT ______________________________

HEALTH HISTORY

CHILD'S WEIGHT AT BIRTH ________________ BIRTH COMPLICATIONS ____________________

PAST HOSPITALIZATIONS ____

CHILD'S GENERAL HEALTH (allergies, physical defects, etc.) ________________

____

____

IMMUNIZATIONS (done by)

DPT ______________ DATE COMPLETE ______________ DATE BOOSTER NEEDED ______________

POLIO ______________ DATE COMPLETE ______________ DATE BOOSTER NEEDED ______________

MEASLES ____________ DATE ________________ SMALLPOX __________ DATE ______________

OTHERS ____

DISEASE HISTORY

MEASELS ________________ MUMPS ______________________ CHICKENPOX ______________

OTHERS ____

NAME OF FAMILY DOCTOR ____

ANY FAMILY HEALTH PROBLEMS WHICH MIGHT AFFECT THIS CHILD ________________

____

VISION AND HEARING

CHILD'S NAME ______________________ DATE ______________

HEARING SCREENING TEST:

EXAMINER ______________________________________

AUDIOMETRY	250	500	1000	2000	3000	4000	6000	8000
Right ear								
Left ear								

COMMENTS ______________________________________

____

REFERRAL ______________________________________

____

VISION SCREENING TEST

EXAMINER ______________________ DATE ______________

TEST USED ______________________________________

RIGHT EYE ______________ LEFT EYE ______________

COMMENTS ______________________________________

REFERRAL ______________________________________

TREATMENT ______________________________________

____

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Appendix II

Interns Reports

Vicki Clayton

Parent Activity

Family Work Night

The project directors and parent coordinator chose the date and made all the general plans.

The whole family was to come and help make equipment or mark clothes for the rummage sale the following week. Notes were sent out well in advance and as many personal invitations were issued as possible.

In preparation we sorted the clothes so they could be tagged and priced at the work night.

I secured some empty baby food boxes which were to be taped and painted at the work night.

My particular responsibility that was to supervise the making of plastic painting aprons. I set up the area with sewing machines, cutting table, supplies, etc.
I also cut some patterns.

Four or five women worked at a time. Some were rather self conscious at first; but after they got started and got acquainted they were eager workers.

We visited alot and informally discussed their children and the program. It certainly was worthwhile for me because I could readily see how the people would relax and enjoy themselves in a busy, informal situation in contrast to a formal lecture or meeting situation.

I am sure the parents responded better because they could actually see that they were working for the program and, ofcourse, it follows that they take more pride and interest when they participate.

Since this is a rural community, the meeting also met a needed as a social activity and it gave an excellent chance for the Indian adult and non-Indian adults to become better acquainted.

Vicki Clayton

CONSTRUCTION OF PLAY EQUIPMENT

I chose to make a barrel and barrel rack because of its versatility in usage.

I purchased a fifty gallon barrel and had the closed end cut out and smoothed.

I constructed a wooden rack from which the barrel could be removed easily by the children. Both were painted red.

The children enjoyed playing in it and on it in the rack. They used it for both dramatic play and physical activity.

Many of the more adventurous children enjoyed getting in it and rolling down a gently sloping area of the playground.

The homemade piece of equipment cost approximately $5.00 and a similar one is listed in an equipment catalog for $14.50 plus transportation.

8

Vicki Clayton

MENU PLANNING FOR HEADTART PROGRAM

MONDAY

SNACK
Grape drink
Graham crackers with jelly

LUNCH
Tuna loaf with celery sauce
Buttered green beans
Mashed potatoes
Carrot and raisin salad
Buttered toast
Vanilla pudding
Milk

TUESDAY

SNACK
Orange juice
Raisins

LUNCH
Meatballs baked in mushroom sauce
Buttered broccoli
Buttered corn
Carrot sticks
Whole wheat bread and butter
Fruit cup of sliced bananas, pineapple, pears, peaches and miniature marshmallows
Milk

WEDNESDAY

SNACK
ORANGE JUICE
Crackers spread with peanut butter and honey

LUNCH
Baked scrambled eggs
Buttered spinach
Buttered potatoes
Cottage cheese with pineapple
Bread and butter
Apple Crisp
Milk

THURSDAY & FRIDAY (Fieldtrip picnic and morning group came Thursday and afternoon group Friday)

SNACK
NONE

PICNIC LUNCH
Fried chicken
Deviled eggs
Carrot and celery sticks
Potato chips
Bread and butter sandwiches
Lemonade
Cookies

Vicki 6layton

MENU PLANNING (CONTINUED)

This was a makeup day at the end of school using what was already purchased.

SNACK
Orange juice
Animal cookies

LUNCH
Baked canned meat cubes
Candied sweet potatoes
Buttered peas
Celery sticks
Bread and butter sandwiches
Apple Raisin Crisp
Milk

Vicki Clayton

RESUME OF FIELD TRIP PLANNING EXPERIENCE

Place: Fire Department and Library

Purpose: To let the children see and actually handle some firefighting equipment and meet some friendly adult community helpers.

To let the children discover the excitement of books in large quantities and that they are or will be available to him, also the librarians are friendly helpers.

To generally broaden their concept of what the world is like.

Both of these were chosen because they are in the same building.

Ten days before trip

I went to the Del City Fire Department to secure permission to bring the Headstart groups at a specific time. I looked over the department so I could be familiar with it and could stress certain things in my preparation of the children.

I checked with the librarian and received her permission to tour the library. Later, the head teacher met the city supervisor and the supervisor suggested more elaborate plans including her telling the children a story and personally showing the children around the library.

Two days before trip

I wrote and sent out permission slips for parents' signature. I planned for a story about the library and put out several books about fire departments and firemen.

One day before trip

I showed the children "The Big Book of Fire Engines" and talked about the various things that I knew they would see in this particular station.

I read a short book, "Firemen Joe".

Vicki Clayton

FIELD TRIP (CONTINUED)

Field Trip Day

I talked to the morning group to prepare them for the trip including what we would do first, what to expect and how to act. I assigned the children to specificcars with regard to the case study children of the interns and children who might be easily stimulated.

After arriving; we first went to the library where the City Supervisor was waiting. She welcomed them and then took them to a special meeting room and told them a very animated story. Then the children were allowed to look at books and then shown through the entire library and it was explained to them in a fascinating manner by the supervisor.

We played "Train" as we went down the hall to the fire department to let them stretch and relax.

One of the firemen greeted us and showed us the whole building. The children stepped in the big boots, put on a hat, blew the sirens, opened the big doors, and climbed all over an older fire engine not in use. Most were completely entranced, but a few needed adult assurance because they were a little frightened. Some of the children went into the fire chief's office and thabked him.

We returned as we had come.

The afternoon group's trip was the same except the children rode the school bus and I rode with them. We made up a fire engine song.

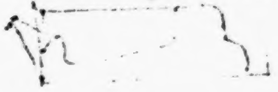
FOLLOW UP

The fire chief hat was put out for daramatic play,, as well as a fireman doll and fire engine.

"Five Little Firemen" was read to the children.

Lynda Rae Hardwick
Intern Trainee
Spring Semester, 1967

1. I planned a field trip to the airport and taught a unit on transportation. To illustrate the various phases in the development of transportation, I drew pictures(man walking, road, boat, cart, train, car, airplane, rocket).which the children discussed. They also enjoyed hearing several books. These included Let's Take An Airplane Trip and One is the Engine. For art work the class cut out and colored airplanes. These were made by drawing a plane on a piece of folded construction paper.



I called Braniff Airlines and made arrangements with Mr. Kaylor for the children to go on a plane at 11:40 a.m. on Friday, April 28. We arrived at the airport early so the children looked around the airport and watched the planes take off and land. They certainly enjoyed going on the plane. They sat in the seats, looked at the cockpit, and the stewardess spoke to them over the microphone. They entered the plane through a telescopic ramp. At the point where the ramp connected to the plane there was a small opening, and this scared some of the children as they were afraid they might fall through it.

After we left the airport, we ate lunch at McDonald's. I had called several days before and told the manager to expect us on Friday. When we arrived, he came right out and took our order. The children had hamburgers, french fries, and orange drinks.

All of the children seemed to have enjoyed the trip and eating at McDonald's added to their thrill.

2. The children took a field trip to a fire station so I decided to make a fire station. It was made out of a cardboard box. I cut out a front door and a garage door, painted it red, and covered the top with brown felt. I also pasted on a window. At a T.G.&Y. store I purchased a fire truck, and there was a fireman's hat at school. The children have enjoyed playing with the station and truck.

3. I planned and directed the daily activities for two weeks. My resources were teacher's manuels, a children's workbook, children's magazines, and various pamphlets concerning art ideas. Spring was the theme of the first week. We discussed vegetables, flowers, animals, wind, and rain. Friday was St. Patrick's Day so I made green shamrocks for the children to wear and baked some green cookies for their snack. We discussed the meaning of St. Patrick's Day.

For my second week of teaching I planned the trip to the airport and taught a unit on transportation. Monday was May Day so the children made May baskets and gathered flowers during their outdoor playtime. They also sprayed some leaves with gold paint for their baskets. The last two days of the week were devoted to farm animals.

The art activities I planned included such things as making pinwheels, airplanes, collages, salt painting, string painting, potato print painting, pasting flower arrangements, and making paper weights.

I obtained the library books which I read to the children from the Village Library.

4. I planned and directed the preparation of the meals and snacks for one week. A book on school lunch programs and various pamphlets on nutrition and meal planning were of great help to me when planning the menus and market order. The recipes for the meat dishes were ones which I have cooked at home, and I thought the children would like them. I tried to plan meals which were varied, nutritious, colorful, tasty, and interesting. On the last day I cooked I wanted a special dessert so I took some cake mixes home with me and baked two chocolate cakes with pink icing. The children seemed to enjoy the meals I planned.

5. At the first of the semester I selected Johnny Suke, Maureena White, and Darlene Sanders as the children I was to be responsible for. Johnny's mother took him to Mexico. By April 1 Johnny had not come back to school so at that time I selected Pitsie Byers as my third child. My visits to Darlene and Pitsie's homes were quite pleasant, and their mothers were very friendly and cooperative. I have been to Maureena's home but never inside. When I cooked at McLoud, I worked with her mother, and we discussed Maureena.

I took Pitsie and Darlene to the Shawnee Indian Clinic for their physical examinations. Maureena had already had her physical examination, but I took her to the Shawnee Clinic for her smallpox vaccination. All three girls have gone with me to the Choctaw Clinic for shots.

6. For my parent activity I worked at the rummage sale in McLoud. I enjoyed this very much as it gave me an opportunity to see many of the Kickapoos and meet some of the parents. I have gone to the Kickapoo homes several times with Mrs. Tether, and I have met most of the parents of the children at State Center. Also I have ridden on the bus with John when he took the children home.

Lynda Rae Hardwick

DATE March 12-16

WEEKLY PROGRAM

	ART	MUSIC	SCIENCE	STORY	SPECIAL ACTIVITY	
MONDAY	Make collages with colored macaroni, noodles, spagetti		Taste vegetables (carrots, potatoes, radishes, tomatoes, lettuce, celery, onion)	Spring is Here Lois Lenski Springtime for Jeanne-Marie- Francoise	Show pictures of Spring and vegetables. Read poem about Spring.	
TUESDAY	Make pin wheels and attach to erasers of pencils	Sing "March Winds" (found in Fun While Learning)		The Little Sail-Boat-Lois Lenski Gilberts and the Wind Marie Vallets	Show pictures illustrating what wind does for us (sailboat, kite, windmill, scattering seeds, drying clothes). Read two poems about the wind.	
WEDNESDAY	String painting. Make and color Butterflies		Plant pinto beans in baby food jars.	Seed and More Seeds Millicent Selsam Over in the Meadow-John Langstaff	Show pictures of animals seen in the Spring. Read riddles to the children and let them tell what animal the riddle describes.	
THURSDAY	Paste flower arrangements on construction paper.		Discuss how flowers need rain. Show pictures of diffirent kinds of flowers.	Rain Drop Splash Alvin Presselt Pretty Bird Sarah Derman		
FRIDAY	Make paper weights by putting colored water and artificial flowers in baby food jars, scald lids, then paste glitter on lids.			"Hi, Mr. Robin" Alvin Presselt I Like Caterpillars Gladys Conklin	Discuss the meaning of St. Patrick's Day. Make green shamrocks for children to wear. Green cookies for snack.	

Lynda Rae Hardwick

DATE April 27-May 3

WEEKLY PROGRAM

Thursday ~~MONDAY~~	ART	MUSIC	SCIENCE	STORY	SPECIAL ACTIVITY	
	Make airplanes out of construction paper.			One is the Engine- Let's Take an Airplane Trip- Ramona Ware Emmons	Tell the story of transportation and show pictures ullustrating this development.	
Friday ~~TUESDAY~~	TRIP TO THE AIRPORT. EAT LUNCH AT McDONALD'S					
Monday ~~WEDNESDAY~~	May 1 - Make May baskets and decorate			"Know What?" "No, What?" Arline & Joseph Baum Why I Built the Boogle House Helen Palmes	Poem about May Day. Pick flowers for May baskets. Spray leaves with gold paint.	
Tuesday ~~THURSDAY~~	Paint with potato prints.	Sing "Old MacDonald Had a Farm".		Lonesome Little Colt C.W. Anderson	Show pictures of farm animals and discuss them.	
Wednesday ~~FRIDAY~~	Salt painting			Red Bantam Louise Fatio Ten Apples Up on Top! Theo. Le Sieg Let's Go to the Zoo - Ramona Ware Emmons	Matching Game (children match pictures of animals and pictures of items related to the animals) (Ex.: Match dog and dog house)	

Lynda Rae Hardwick

Market Order
(for week of Tuesday, March 28-Monday, April 3)

Fresh Fruits & Vegetables
1 package carrots
7 tomatoes
1 head lettuce
7 apples
1 stalk celery

Frozen Vegetables
2 pkgs. frozen broccoli (12 oz. size)

Meats
8 pounds ground beef
4 pounds hot dogs
6 fryer chickens, cut up

Starchy Foods
7 loaves of thin sliced sandwich bread-(Will this be enough?)
4 cups converted rice
5---4 oz. cans of shoestring potatoes

Dairy Products
24 ounce container of cottage cheese (small curd)
4 eggs
5---6 oz. cans of evaporated milk
Milk-
Please add 3 quarts to the regular order. I need that much for the mashed potatoes and puddings.
Butter-
Please add one(1)pound to the regular order. I'll need about that much for the vegetables.

Others
8---8 oz. cans Hunt's tomato sauce
1 small bottle Worcestershire sauce
1 small jar garlic salt
1 small can parsley
1 cup pimiento
*Cornstarch(need 3 T.)
*Lemon juice or vinegar(need ½ cup)

*These were already on hand.

Lynda Rae Hardwick

MENU PLANNING FOR HEAD START PROGRAM

TUESDAY, MARCH 28

SNACK:
Grape Drink
Vanilla wafers

LUNCH:
Skillet Macaroni & Beef
Peas
Carrot Sticks
Bread and Butter
Vanilla pudding
Milk

WEDNESDAY, MARCH 29

SNACK:
Fruit Punch
Graham crackers with
peanut butter

LUNCH:
Casserole of Hot Dogs &
Pork and Beans
Broccoli
Tomato wedges
Bread and Butter
Milk

THURSDAY, MARCH 30

SNACK:
Cookies
Orange drink

LUNCH:
Baked Chicken
Mashed Potatoes
Lettuce pieces
Bread and Butter
Pears
Milk

FRIDAY, MARCH 31

SNACK:
Tomato Juice
Saltine Crackers

LUNCH:
Tuna Casserole
Cottage Cheese
and pineapples
Bread and Butter
Strawberry Ice Cream
Milk

Monday, April 3

SNACK:
Animal Crackers
Cherry Drink

LUNCH:
Meatballs Superb
served with Rice
Harvard Beets
Celery Sticks
Bread and Butter
Devil's Food Cake with
Butter-cream icing
Milk

Laurette Lyall

Head Start Internship Spring 1967

Final Report and Evaluation

"The uniqueness of Head Start lies in its concern for the total child--his physical, emotional, intellectual and social development are prized, but none above another. The child's family, his peers, his neighborhood are all of interest."(cf. S. Keely, 1-30-67) In evaluating the OU Head Start Internship Training Program I have just completed I shall bear these words in mind.

Two questions:

Did I have an opportunity to observe this total concern?
Was I given sufficient help so that I alone would be capable of leading a program whose concern would be the total child?

As one who is extremely critical of the time-consuming, unrealistic, theory-bound "training program", I must say the OU program has been outstanding: It has the three essentials of a good program:

Opportunity to hear the theory
see the theory applied
apply the theory oneself.

The theory:

Most informative!-----Public Health and The Indian Clinic
Most interesting!-----Meeting the psychologists. Would be of more use to students if more than one meeting.
Most useful!----------informal meetings with our director.
For next year suggest (this area of weak this semester)-more across the table discussion with head-teacher and aides, with constructive criticism and suggestions welcome on all sides.
-better use of the time interns spend together; demonstration of ideas.

The Practical:

At the Kickapoo Community Center I observed and took part in an excellent "total concern" program. The accent is on the emotional followed by the social development - necessary prerequisites to intellectual development. The program starts from where the children are. The school building, the large play-area, the big-muscle equipment, all are more than adequate for the child's growth and physical well-being. The food is healthful, well prepared and attractively served. Yet it is in the area of physical development that the project this year was probably weakest.

Suggest:

a. unless the weather is really bad, the children should be out-of-doors at least 5-10 minutes every day.
b. visits to the doctor and dentist be made early in the fall to allow for follow up. Also rectified vitamin deficiences might help avoid winter ailments.
c. Perhaps Miss Sears could hold back warm sweaters, coats, etc. from rummage to make cool-day walks feasible.

Most important however I have had the opportunity to take part in a project where every member of the staff is actively striving to do the best for each individual child. They approach the child in a consistent positive loving manner - limits are clearly drawn - the child feels secure. Finally the Kickapoo aides with their knowledge of each family, their warmth and their patience have helped me enormously to gain insight into the life and problems of the community we were working in.

Week's Program

Monday, April 3
Magazines
paste and scissors
Ring games   dominoes
instruments
live box-turtle   Story: Tim Turtle
washing sandy shells in blue water & magnifying glass--chat about the ocean (they told me)

Tuesday
Spring leaves--chat
Story: So this is Spring
Film: Spring is an Adventure
Tinkertoys   Lotto
Painted Spring mural on floor(4 colors)

Wednesday
Clothing store
Finger paint
Weight and Height
Singing
Story: Tim Tadpole
A book each at rest hour

Thursday
Easel
Playdough(2 colors)
Lego
Washing dolls clothes
Story: Flip
Song: Puff the M.D.
Peter, Paul and Mary at rest-time

Friday
Tasting vegetables after washing and cutting
Chat about knives and cutting
Crayons   Snowflakes
The plant-sitter (story)
Ring games
Song: Puff- -

Laurette Lyall

Monday, May 15

Taste and chat about salt
Salt painting
Salt experiment (crystals)
Wash dishes
Readiness game
Water flowers

Tuesday

crayons and carbon paper (pencils would be better)
looked at crystals magnigying glass
work-bench
tape recorder
songs

Wednesday

Chat about shapes
Felt board and shapes
Sewing on softened sacking-bright yarn
Work Bench

Thursday

Vegetable printing(turnip)
Chat about lemons Made lemonade for juice
Tinkertoys
Work bench

Friday

Blob painting
Water play---Boats
Magnets
Work Bench

Menu

May 1-5

Monday

SNACK:
Vanilla Wafers(Children made
Orange Juice/cookies instead)

LUNCH:
Baked Liver Patties &
mushroom sauce
noodles
beets
celery sticks
ryebread and butter
chocolate pudding
milk

Tuesday

SNACK:
Saltines and Cream Cheese
Chocolate Milk

LUNCH:
Fish Sticks
Creamed Corn
Slaw
Bread and Butter
Chocolate pudding
Milk

Wednesday

SNACK:
Cream Cookies
Lemonade

LUNCH:
Sloppy Joes
Grated Cheese
Tomato Wedges
New Potatoes
Lime Jello
Milk

Thursday

SNACK:
Animal crackers
Orange Juice

LUNCH:
Pork and Beans
Boiled Eggs
Cucumber Rings(cut thick)
Fried Bread
Orange Wedges
Milk

Friday, May 5
(after trip)

SNACK:
Graham crackers and jelly
Lemonade

LUNCH:
Sandwiches(cheese and tuna fish separate)
Pineapple in cottage cheese(kept for next week by cooks)
Potato Chips
Carrot Sticks
Ice Cream
Milk

Field Trips:

This semester there were four field trips in which all the children participated. Linda L. and I were responsible for one of them---the train trip to Norman. We took the afternoon group on April 20th and the morning group on April 21st. Thurman, the children, Katherine and Lena rode the bus to the station in Okla. City. Mrs. Griffin, Linda and Laurette met the children there. Linda and Th. left for Norman by road, and met the train there. The children toured the train, were given small gifts by the railroad company, used the Norman station restrooms and were then driven to the park near Constitution. At noon we ate a picnic lunch---on the 2oth, indoors because of rain (room opp. S. Keely's office)-one the 21st, at a table in the park in beautiful sunshine. Both trips went well despite the mud in the park.

Memo:

Time: Children picked up between 7 and 8 a.m.
Pick up lunch at school
Arrive station 9 a.m.--given apple wedges there in lieu of juice
Park app. 10:30-11:30------Lunch
Leave in bus with Thurman at noon

Cost: ½ fare = 30¢ (4s free)
adults = 58¢

Preparation: songs, film from OU, train stories, chalk rails on big table plus toy train(very popular), pictures, chat----also discussed behavior.

Laurette Lyall

2nd Trip

Linda L. and I took John, Kay and Teddy to Norman March 16th. We picked up the children at their homes app. 11 a.m. and had a picnic in car en route. We visited pet shop in Norman and both of our homes. We played in park corner of Brooks and Porter. We ate ice cream at Baskin-Robbins. The children slept all the way home. We had an enjoyable trip. We were allowed to make our first home visits and also to observe the children.

Work Night--Tuesday, April 4

This kind of meeting has proved an excellent way to provide an informal setting where parents and teachers can mingle at ease. We set out rummage to be priced, plastic to make aprons, baby-food boxes to be painted (piles of newspaper used to protect floor and tables). The man made a car, a rabbit hutch, and painted large boxes. We ran out of work after about an hour and a half. Iced tea and cookies were then served. The playroom was open to children. Apart from the work done, we also appreciated the feeling of "Community Action". I think we all had a good time.

Project

I made a clown from a pice of scrap masonite app. 5x3 mounted on a board of 2x4 to raise the clown above grass level and supported the structure with two triangles glued and nailed on behind. To cut the holes in the mouth and hands I used a borrowed electric jigsaw and then filed them smooth. I painted the whole thing white. Later I used small T.G.& Y. cans of paint (31¢ a can) to paint my clown. Total cost 4 times 39¢ plus 3 times 25¢ for brushes.(The brushes were awfully hairy!--a bad saving!)

Home Visits

I visited Mrs. Lemmon at her home three times
Mr. & Mrs. Neash at their home twice
Mrs. Mayabb once at home.

Home visits discussed in individual child's report....

Visit to Doctor

1. Kay, Kelvin, and Christine to Shawnee Clinic, April 19
   They were seen by the doctor and the dentist. I was very impressed by the staff. They were gentle and patient with the children. Mrs. Neash and Mrs. Lemmon were present.
2. Bobby Mayabb and Cecil Barnard to doctor in Harrah, April 5
   Mrs. Mayabb was present.

Preparation

Permission slips to parents...Picked up parents and children at 11:30, lunch at school, read book about doctor to the children...Took along some books to pass time in waiting room.....

Rode the bus with both groups---chatted briefly with each parent while getting field trip slips signed...

Linda Lewandowski

INTERNSHIP PROGRAM

The greatest detriment to the program, I feel, was a lack of continuity and communication; a feeling of never being able to fasten in on a problem and work it through. This was, of course, due in part to the erratic schedule--but there were other reasons as well: lack of planning, vague divisions of responsibility, and a general uncomfortable feeling between personnel.

The program, as planned for next fall seems a much better one which should alleviate many of these problems, not only in the internship program, but also in the entire project.

The project has an excellent staff--I've especially enjoyed working with the Kickapoo, who have been a wonderful help in making the interns feel welcome at the center. The two aides have given us invaluable help--not only by taking time to talk with us and explain things and answer questions--but also by examples. We've learned much by just watching their methods of dealing with problems as they arise.

The intern meetings were for the most part, to me, quite boring and even embarrassing. This problem of lack of insight and communication between interns will be helped by the plans for next fall also. Some of the outside trips and speakers were interesting and helpful, and these combined with a mutual ground for discussion should upgrade the value of the program considerably.

Linda Lewandowski

The children's program is well run and is a highly successful one. The atmosphere of the entire building is congenial and orderly. I think great credit is due Mrs. Griffin for this.

Regardless of the problems encountered, the time spent at the center has been most enjoyable and profitable. The children, of course, have always been the focal point of our experience there, and their presence and acceptance have been the most valuable means by which we have learned.

Linda Lewandowski

FIELD TRIP

We planned for the children to ride the train from Oklahoma City to Norman, play in the South Base park in Norman, and eat a picnic lunch.

Preparation included talking with the children about trains, a toy train to play with, a movie, and several books. We also talked about proper public behavior.

The children came in two groups; the morning group one day, the afternoon group another day. Thurman picked them up between 7:00 and 7:30 that morning, then picked up the two aides and the picnic lunch at school, arriving at the station by 9:00. Then he continued on to Norman, and met the train there to transport the children to the pard, and eventually back home. Both days the trip was successful, although it rained the first day and we ate in the building on South Base.

PARENT MEETING

This was held as a work night. Projects included sewing aprons, organizing and pricing rummage for a rummage sale the next weekend, painting boxes to be used as blocks, and building a rabbit hutch.

There was a large turnout and much was accomplished. It was a pleasant, informal atsmosphere to meet people and talk to them. I was able to meet several parents. We ran out of work within an hour and a half, and refreshments were served.

EQUIPMENT

I built a work bench using a cut down old wooden table. Shelves were added on the bottom, sides were added, and a two inch slab was nailed on the top. The total cost was around $2.00. It's a sturdy piece and the children use it a lot. One disadvantage is that its too heavy to move easily.

ACTIVITIES

First Week:

Monday	Tuesday	Wednesday	Thursday	Friday
Textures	Play dough	Cut & paste on mural	Fingerpaint	Easel
Punch and Grow Flowers	Easel	Beads	Flour sifting	Tinkertoys
Leg-o-Blocks	Snowflakes	Felt board	Dominoes	view master
		Float boats		water plants
		Records		

Linda Lewandowski

Second week:

Monday	Tuesday	Wednesday	Thursday	Friday
Salt painting	Crayons-carbon paper	Sewing	Vegetable printing	Blob painting
Wash dishes	Magnifying glass	Shapes on felt board	Make lemonade	Float boats
Readiness game	Tape recorder	Workbench	Tinkertoys	Magnets
Salt exp.			Workbench	Workbench

MENUS

Snacks:

Monday: Grape drink
Filled cookies

Tuesday: Orange drink
Cheese on saltines

Wednesday: Cherry drink
Vanilla wafers

Thursday: Lemonade
Filled cookies

Friday: Chocolate milk
Animal crackers

Lunches:

Monday: Macaroni and Cheese
Green beans
Raw carrots
Bread and butter
Fruit cocktail

Tuesday: Meat Loaf
Mashed potatoes
Cottage cheese
Beets
Bread and butter
Pudding

Wednesday: Creamed chicken
Noodles with butter
Tomato Wedges
Biscuits
Pears

Thursday: Fish sticks
Hash brown potatoes
Coleslaw
Bread and butter
Apple wedges

Friday: Sloppy joes
Potato salad
Celery sticks
Corn
Ice cream

Joan Nicholas

Field Trip

The field trip which I planned was to see the WKY television and radio studios. Both groups came in the morning and ate at school. After lunch we traveled to the studio in the bus and two cars. We watched the noon news and weather from a glassed-in observation booth. We then went down to one of the studios to watch the Danny's Day show. Right before the closing of the show, Danny spoke to Mrs. Tether about our school and then talked to a couple of the children.

Joan Nicholas

Parent Meeting

The parent meeting I worked on was the rummage sale. We collected things and sent notes home with the children to have their parents send anything they wanted to donate. The rummage sale was to start at 1:00 o'clock, but on Indian time it started at 12:00. It was very interesting to watch the Kickapoo shop. They took their time looking everything over closely and weighing their decisions. I was impressed by the types of items they bought -- clothes, shoes, purses, and maybe a toy for a small child.

Joan Nicholas

Pieces of Equipment

The first pieces of equipment I made for the center were bean bags. I made the bean bags from denim and top stitched it because I felt it would be most durable and hold together longer this way. I chose the primary and secondary colors and made pairs of each colors.

The second pieces were toss boxes. I used boxes which were square or nearly square. I stuffed the boxes with newspapers, taped them shut, covered them with black construction paper, and pasted pieces of construction paper in the primary and secondary colors. Then I drew fruits, letters of the alphabet, and spots on the colored pieces of paper. These are to be used by the children to learn the things drawn on the boxes by sitting in a circle and tossing the box to another child who would name the item which comes up.

Joan Nicholas

Three Children

The children I chose to work with were Jadwyn Garrett (white female; age 5), Pat Barnhill (white male; age 5), and Dorothy Wahweesuck (Indian female; age 5).

I was able to do quite alot for Jadwyn and Pat; however, Dorothy was absent so much I was never able to give her much attention except right at school, (her parents traveled out of state several times during the semester).

I took Pat and Jadwyn on several field trips. We went to the Cowboy Hall of Fame, for a short shopping trip to Penn Square, and to see the movie "Bullwhip Griffin." I was surprised to find that only Jadwyn had ridden an elevator, neither children had ridden an esculator, and it was the first time either child had been to a movie.

I took Pat for a series of shots and for a physical examination. Jadwyn went with the whole school group to finish her shots and I also took her for a physical examination. I talked with Jadwyn's grandmother about further treatment of her problem of masturbation and the family history of sexual abnormalities. Mrs. Tether also talked to her case worker about further treatment at University Hospital.

I gave books and pamplets to each of these children's parents on health, care, and development of children at this age.

Joan Nicholas

Evaluation

In this project I have learned a great deal about a nursery school and its functions, nursery school routines, play, behavior patterns, and guiding young children. I also learned a great deal about children from the lower income groups and their special problems.

I think this type of training with emphasis on working with the children was the best way to learn about them. I felt that Mrs. Phyllis Tether was a great help to me in this learning situation. After our first two weeks of observation, Mrs. Tether began the interns' introduction to the teaching situation by putting us in charge of groups of childern in different areas of the nursery. In this way we were prepared for our teaching experience and relaxed with the children and in our new position as head teacher. I believe this enabled us to gain a great deal more knowledge and skill at working with the children.

I believe that the best way to evaluate our class meetings would be to list those that I found most worthwhile and those I found least worthwhile. Those most worthwhile were:

Purposes of head start and the internship training

Special problems in working with Indian sub-cultures

Discipline--Handling problem situations

Planning a medical program for head start

Joan Nicholas

Medical programs for Indian
children

Those least worthwhile were:

Meeting the psychological
needs of young children

Working with Indian families
(Bureau of Indian Affairs)

Community action and head
start

I evaluated these class meetings on their content (value of the material presented which could be of use both at the present and in the future), previous preparation of the spesker, and the reaction of myself and the other interns to the material presented (comprehension and interpretation).

I felt that the texts were of the highest quality and were a great help to me in my training.

Joan Nicholas

DATE Feb 27 - Mar 3

WEEKLY PROGRAM

	ART	MUSIC	SCIENCE	STORY	SPECIAL ACTIVITY	Comments
MONDAY	Painting & Coloring (Emphasis on mixing colors)	Where Are Color Birds (Thumbkin Tune)	Mixing Primary Colors To Get Secondary Colors (Paint Paddles)	The Color Kittens	We looked at some of the colors the children mixed in their paintings.	
TUESDAY	Vegetable Paintings (Potato Carrot Cucumber Celery Green Pepper)	(Record Nap-time) Lullabies for Sleepyheads Side I	Reviewed Mixing Colors	Different Kinds of Designs Learning About Sizes	We looked at magazine pictures of designs, designs in fabrics, the designs made in vegetable paintings.	
WEDNESDAY	Geometric Shapes Collages (Rectangle, Square Triangle, Diamond Circle, Octagon Crescent, Ellipse)	(Record Nap-time) Lullabies for Sleepyheads Side II	Recognition of Geometric Shapes	The Geometric Shapes (Part I)	I drew pictures for the children using the geometric shapes.	Afternoon gr responded wi intent interes to story. Also morning group.
THURSDAY	Coloring and / or Drawing		Recognition of Geometric Shapes	The Geometric Shapes (Review I; Part II)	We looked for geometric shapes on the children's clothing, teacher's jewelry, etc.	Afternoon group came in morning & wen to clinic to get their shot
FRIDAY	Finding Textures with Paper and Crayon	(Record Nap-time) Lullabies for Sleepyheads Side I	Recognizing Textures	Learning about Textures (Talked to them about this)	We looked at and felt of many textures—cloth, metal, plastic. Game on shapes	Children en joyed game with lots of shapes.

Joan Nicholas

WEEKLY PROGRAM

DATE April 17 - 21

MONDAY	ART	MUSIC	SCIENCE	STORY	SPECIAL ACTIVITY	Comments
	Collages cut from Sears catalogue		Weather Chart	Grammar Can Be Fun	Discussion of correct forms of English.	
TUESDAY	Crayon Etching on Construction Paper	Rockabye Baby	Weather Chart	Going To Bed	Discussion of the benefits of sleep and going to bed quietly.	
WEDNESDAY	Silhouettes of the Children	Old McDonald Had A Farm	Weather Chart	Kindness To Pets	Discussion of pets and how children treat them.	Children enjoyed sitting for their silhouettes.
THURSDAY	Children cut free-hand silhouettes and pasted to tell a story	Hokey Pokey	Weather Chart	Safety	Discussion of safety habits and why.	
FRIDAY	Collages of Rolled Wheat Old Fashion Oats Pop Corn Rice	Monkey See Monkey Do	Weather Chart	Cleanliness	Discussion of cleanliness habits and why.	

Joan Nicholas

MONDAY

Lunch

Flake Tuna   Mashed Potatoes

Buttered Peas

Warm Buttered Bread

Fruit Coctail

Milk

Tuna: 6 - 9¼ oz. cans
Peas: 12 cups, ½ cup butter
Mashed Potatoes: 1 lb. (dehydrated)
Bread: 1½ sandwich loafs
Fruit Coctail: 10 cups
Milk: 1¼ gal.

TUESDAY

Lunch

Cold Boiled Chicken   Dumplings

Cut Green Beans

Buttered Whole Wheat Bread

Lime Jello

Milk

Chicken: 5 fryers
Dumplings: 2 - 12 oz. pkg.
Greens Beans: 12 cups
Bread: 2 whole wheat loafs
Jello: 5 - 3 oz. pkg.
Milk: 1¼ gal.

Joan Nicholas

WEDNESDAY

Lunch

Macaroni and Cheese

Peanut Butter Stuffed Celery Cubes

Tomato Wedges

Whole Wheat and White Bread and Buttered Sandwiches

Apple Rings

Milk

Macaroni: 4 cups
Cheese: 1 lb.
Celery: 1 bunch
Peanut Butter: 8 oz.
Tomatoes: 10 medium
Bread: 1 whole wheat; 1 white loaf
Apple Rings: 5 - 8 oz. jars
Milk: 1¼ gal.

THURSDAY

Lunch

Creamed Chopped Beef

Buttered Rice   Carrot Strips

Fried Bread

Chocolate Pudding

Milk

Joan Nicholas

Ground Beef: 6 lbs.
Onions: ¼ lb.
Cream Celery Soup: 2 - #303 cans
Cream Mushroom Soup: 2 - #303 cans
Rice: 4 cups (converted)
Carrots: 1 - 2 lb. pkg.
Pudding: ¾ box
Bread: triple biscuit recipe (except ½ soda)
Milk: 1¼ gal.

FRIDAY

Lunch

Baked Scrambled Egg, Spaghetti, Ham Casserole

Honey Buttered Beets

Lettuce Leaves

Warm Buttered Bread

Strawberry Jello Squares   Yellow Cake

Milk

Eggs: 15
Spaghetti: 8 oz. pkg.
Onion: 1 small
Ham: 3 cans of Armour Treat
Beets: 12 cups (¼ cup butter--3 tablespoons honey)
Lettuce: 1 lb.
Bread: 1½ sandwiches loafs
Jello: 1 cup to 8 cups of water
Cake: 2 boxes of mix
Milk: 1¼ gal.

Joan Nicholas

MONDAY

Snack

Tomato Juice   Saltine Crackers

TUESDAY

Snack

Florida Punch   Animal Crackers

WEDNESDAY

Snack

Orange Juice   Graham Crackers

THURSDAY

Snack

Lemonade   Vanilla Wafers

FRIDAY

Snack

Grape Juice   Plain Cookies

Juice: 3 qts.
Crackers or cookies: 80 (about a one pound box)

OEO-1379

Purposes of Internship Training Program -
Kickapoo-North Canadian Project

There is a great need for trained people who have the experience, knowledge, and sensitivity required for successful work with disadvantaged children and their families and especially with conservative Indian groups. The purpose of the internships will be to provide special study of Indian subcultures and teaching English as a second language, training in all areas of Head Start operations, and supervised experience in working with disadvantaged children and their families. It is hoped that Interns upon completion of the training will then accept positions as teachers or directors of year-round Head Start programs.

RECRUITMENT AND SELECTION OF INTERNS

The Kickapoo-North Canadian Project was officially approved for a starting date of June 1, 1966, with training to begin September 5, 1966. Notice of approval came during June, thus making recruitment of college graduates very difficult. Information about the project (Example 1) along with application forms (Example 2) was sent to Universities and colleges throughout the United States. Some direct recruiting was attempted in Oklahoma Schools, but people were just not abailable at this late date.

Four Interns were finally selected for the fall training program. One of these four had to drop out of the project in the second week because of personal problems. However, the three remaining Interns made up in quality for what was lacking in quantity.

Biographical Data

Name: (Miss) Mary Reinmiller Age: 21 Birthdate: 11-18-44

Home Address: 1505 12th St., Aurora, Nebraska

Educational Background:

Degree	Institution	Major Field	Date
B. S.	University of Nebraska	Home Economics	1966
	Merrill-Palmer Institute	Early Childhood Ed.	1966

Work Experience:

Position	Employer	Address	Date
Counselor	Campfire Girls	Milford, Nebraska	1964
Assistant Teacher	Head Start	Lincoln, Nebraska	1965

Reason for interest in training:

"Having worked with pre-school programs in Lincoln and Detroit, I realize the need for such programs for young children. I have not worked with Indians before and feel this would be a challenge and a valuable experience."

Biographical Data (continued)

Name: (Miss) Marianne Vorheis Age: 21 Birthdate: 10-23-44

Home Address: 907 E. Overbrook, Ponca City, Oklahoma

Educational Background:

Degree	Institution	Major Field	Date
B. S.	Oklahoma State University	Child Development	1966
	William Smith College		1963

Work Experience:

Position	Employer	Address	Date
Assistant Teacher	OSU Children's Center	Stillwater, Okla.	1965
Counselor	Campfire Girls	Ponca City, Okla.	1961-66

Reason for interest in training:

"I wish to participate in the training program because it seems to be one of the best ways of applying previous studies gaining future learning, as well as helping the people involved."

Name: (Mrs.) Donna Kaye Sears Age: 27 Birthdate: 3-27-39

Home Address: 1816 Kings Rd., Edmond, Oklahoma

Educational Background:

Degree	Institution	Major Field	Date
B. S.	University of Oklahoma	Home Economics	1961

Work Experience:

Position	Employer	Address	Date
Teacher	Village Playschool	Oklahoma City	1963-64
Teacher	Church Nursery	Edmond, Okla.	1964
Director	Summer Health Camp	Edmond, Okla.	1960-66

Reason for interest in training:

"I wish to have more training and experience in early childhood education, especially with underprivileged children."

Example 1

INTERNSHIP TRAINING PROGRAM

The University of Oklahoma will be offering a program of internship training in Head Start through the 1966-67 school year.

Six interns will be selected to participate in training from September 6, 1966 through January 13, 1967, with six more training for the period of January 2, 1967 through April 28, 1967. The stipend will be $80 per week for 17 weeks plus travel and per diem for 2 of those weeks spent at the University. The requirements for trainees will be a Bachelor's degree in early childhood education with an interest in working with disadvantaged children. Some graduate credit will be possible (details are being worked out at this time).

The training program will be scheduled as follows: Phase I: One week of orientation and training at the University of Oklahoma. This training will be conducted by select faculty from the Anthropology Department, School of Social Work, Psychology Department, College of Education, Home Economics Department, and Child Development Programs of the Extension Division. This staff will be supplemented by some highly knowledgeable personnel who are not affiliated with the University.

Phase II: The interns will be assigned to work in two model child development centers. They will have experience working with White, Negro, and Kickapoo Indian children and their families. The centers are located in a rural area approximately 25 miles from Oklahoma City with some living accomodations available in the small towns close by. Transportation could possibly be worked out among the trainees. The interns will be working with staff in child development who have experience in working with Indian families and with Head Start. The training will include actual teaching in the programs, work with parents, participation in the planning and implementation of needed services to children and their families and supervised readings.

Phase III: A final week at the University of Oklahoma is planned. Included will be review and evaluation, intern reports, and testing for those seeking graduate credits.

A major part of the program will be placement of trainees following their internship in year round Head Start programs.

Those interested in applying for the training program may write to:

(Miss) Suzann Keely
Child Development Programs
555 Constitution
Norman, Oklahoma

Example 2

PLEASE PRINT

PLEASE ENCLOSE RECENT PICTURE AND TRANSCRIPT

APPLICATION
Internship Training Program
Kickapoo-North Canadian Project

Name: ______________________ Age: ________ Birthdate: ____________

School Address: ________________ Permanent Address: ________________

________________ ________________

Date Applicable ______________ Date Applicable ______________

EDUCATIONAL BACKGROUND

Institution	Location	Major Field	Degree	Date

WORK EXPERIENCE

Position	Employer	Address	Dates

REFERENCES

Name	Position	Address

Please give a short statement on why you would be interested in participating in the internship training program:

WEEK I Introduction to the Kickapoo-North Canadian Project

Each intern was assigned to work with one group of children for the semester. The first week was to consist mainly of observation, but the interns were also "on call" to assist the teachers with the hectic "first week" activities. Assignments were as follows:

Miss Mary Reinmiller -- Morning group -- Kickapoo Community Bldg.
Miss Marianne Vorheis -- Morning group -- State Center School
Mrs. Kaye Sears -- Afternoon group -- State Center School

Each intern was given a packet of materials, and was instructed to study these materials in a general way during this week: Included in the packet were:

Read, Katherine. *The Nursery School*.
A.C.E.I. *Discipline*.
A.C.E.I. *Nursery School Portfolio*.
A.C.E.I. *Play -- Children's Business*.
Currier, Mary E. *Food and Children*.
Green, Marjorie M. and Elizabeth L. Woods. *A Nursery School Handbook*.
O.E.O. Rainbow Packet, Project Head Start.
    Daily Program
    Medical
    Nutrition
    Parents
    Social Services
    The Staff
    Volunteers
Keely, Suzann. "Daily Activities."
----- ------ "Art Activities for Preschool Children."
----- ------ "Special Recipes."
----- ------ "Special Activities for the Child Development Center."
Smith, Robert L. "Music in the Child Development Center."

WEEK II General Head Start Orientation

This second week of the training was spent on the University of Oklahoma Campus. A lecture and discussion period of four hours per day was planned as follows:

Monday A.M.

Subject: Internship Responsibilities and Course Outline
Resource Person: Miss Suzann Keely, Director of the Project
Presentation: Miss Keely outlined the course plan as follows:

"Throughout the semester each intern will be required to compile a notebook in which she will keep notes from assigned readings and lectures, and information she may receive on services available to Head Start Centers, and a running record of her experiences in the child development center throughout the term.

Each intern will be involved in all aspects of the program operations throughout the 15 weeks whe is in the center. This will involve assisting the head teacher every day (3 hours) with program activities, supervising one group of children during the meal time, giving extensive time and attention to three assigned children, and participating in all center activities.

In addition to the week of orientation and the week of evaluation at the University of Oklahoma, two hours per week will be spent with the director of the program in classroom lecture and discussion. Two hours per day will be allowed for planning and for assigned readings.

In addition to the above each intern will be required to:

a. Plan and direct the daily activities for the children for one week.
b. Plan and direct the preparation of the meals and snacks for one week.
c. Plan and direct one field trip.
d. Be responsible for the medical, psychological, and social services for three children and their families and keep the necessary records on these services.
e. Plan and direct one parent meeting.
f. Plan and build one piece of equipment for the center.
g. Make a list of equipment and supplies necessary for a center with special emphasis on ways in which these could be improvised or built.

Upon completion of the training the intern will be required to provide the director with her own personal evaluation of the project.

Each intern was also given instructions on enrollment procedures so that she might obtain four hours of graduate credit in Home Economics 352, Family and Community Services."

Monday P.M.

Subject: Working with Families of Disadvantaged Children
Resource People: Robert Ketner and Leon Ginzberg, Instructors, School of Social Work, University of Oklahoma.
Presentation: Mr. Ketner and Mr. Ginzberg provided the interns with some general background into state welfare operations and the effects of poverty on families. They then gave some specific suggestions on ways of working closely with these families, and ways of locating resources for helping them.

Tuesday

Subject: Special Problems in Working with Conservative Indian Groups.
Resource People: Dr. Alex Ricciardelli, Chairman, Anthropology Department, University of Oklahoma, and Mr. James Wahpepah, Chairman, Kickapoo Tribal Council, Co-Director, Kickapoo-North Canadian Project.
Presentation: Dr. Ricciardelli provided the interns with a bibliography of information written about the Kickapoos. (Example 3) He then gave a presentation of general information on Indian cultures. He was also able to give some background on the role of the Bureau of Indian Affairs, and some limited information on the Kickapoo Indians specifically. Mr. Wahpepah then gave a short presentation of general information on the Kickapoos and made some suggestions to the interns on ways they should conduct themselves in relation to the Kickapoo families with which they would be working. The rest of the period was spent in question and answer time plus very stimulating discussions between the two speakers.

Wednesday

Subject: Developing a program to meet the psychological needs of the disadvantaged child.
Resource People: Dr. Mildred Jacobs, Assistant Professor of Psychology, University of Oklahoma, Head Start Consultant, and Mr. James Shafer, Director, Psychological and Social Services Project, Head Start, Summer, 1966.
Presentation: Dr. Jacobs and Mr. Shafer gave a very informal presentation, using examples of their work with Head Start programs throughout the state. Much of the time was spent in discussion of ways in which the interns might best work with their assigned children in the Kickapoo-North Canadian Project.

Thursday A.M.

Subject: The Goals of the Child Development Program
Resource Person: Miss Suzann Keely, Director, Kickapoo-North Canadian Project.
Presentation: Miss Keely's talk was centered around the ways in which Head Start tries to meet the intellectual, social, psychological, and physical needs of preschool children.

Thursday P.M.

Subject: Providing Social Services and Working with Volunteers.
Resource People: Mr. Robert Ketner and Mr. Leon Ginzberg, Instructors in the School of Social Work, University of Oklahoma.
Presentation: Mr. Ketner and Mr. Ginzberg continued their Monday presentation and included some specific suggestions on how a Head Start staff can best recruit and utilize volunteers.

Friday

Subject: Program Planning
Resource People: Miss Mary Ann Griffin and Mrs. Phyllis Tether, Head Teachers, Kickapoo-North Canadian Project. Miss Suzann Keely, Director, Kickapoo-North Canadian Project. Mrs. Katherine Wahpepah, Assistant Teacher, Kickapoo-North Canadian Project.
Presentation: The teachers and interns did some tentative planning for the semester. Responsibilities and general objectives were established.

Evaluation: The interns felt that this week was most beneficial but expressed some disatisfaction with the fact that it was so concentrated. They seemed to feel that the lectures and discussions would be of much more value if they were spread through the semester. On the basis of this suggestion the spring semester program was changed.

Example 3

SUGGESTED READINGS

Gibson, A. M. THE KICKAPOOS, University of Oklahoma Press, Norman, 1963.

Ritzenthaler, R. E. and Peterson, F. A. THE MEXICAN KICKAPOO INDIANS, Publications in Anthropology of the Public Museum of the City of Milwaukee, Milwaukee, II, 1956. 91 p.

Silverberg, J. "The Kickapoo Indians," Wisconsin Archeologist, Milwaukee, XXXVIII, 1957. 61-181.

Beckwith, H. W. "The Illinois and Indiana Indians," Fergus Historical Series, Chicago, XXVII, 1884. 117-37.

Carman, J. N. and Pond, K. S. "The Replacement of the Indian Languages of Kansas by English," Transactions of the Kansas Academy of Science, Topeka, LVIII, 1955. 131-50.

Fabila, A. LA TRIBU KIKAPOO DE COHUIHA, Mexico, 1945. 94 p.

Foreman, G. THE LAST TREK OF THE INDIANS, Chicago, 1946. 206-17.

Goggin, J. M. "The Mexican Kickapoo Indians," Southwestern Journal of Anthropology, Albuquerque, VII, 1951. 314-27.

Hoad, L. G. KICKAPOO INDIAN TRAILS, Caldwell, 1944. 129 p.

Hunter, J. D. MEMOIRS OF A CAPTIVITY AMONG THE INDIANS OF NORTH AMERICA, London, 1823. 447 p.

Jones, W. "The Algonkin Manitou," Journal of American Folk-Lore, Boston, New York, XVIII, 1905. 183-90.

---"Kickapoo Ethnological Notes," American Anthropologist, Washington, New York, n.s., XV, 1913. 332-5.

---"Kickapoo Tales," Publications of the American Ethnological Society, New York, IX, 1915. 1-142.

Michelson, T. "Algonquian Tribes of Oklahoma and Iowa," Explorations and Field-work of the Smithsonian Institute, 1928. 183-8.

---"The Punishment of Impudent Children among the Kickapoo," American Anthropologist, n.s., XXV, 1923. 281-3.

---"Studies of the Algonquian Tribes of Iowa and Oklahoma," Explorations and Field-work of the Smithsonian Institution, Washington, 1929. 207-12.

Mooney, J. and Jones, W. "Kickapoo," Bulletins of the Bureau of American Ethnology, Washington, XXX, i., 1907. 684-6.

Neighbors, K. F. "The Marcy-Neighbors Exploration of the Headwaters of the Brazos and Wichita Rivers in 1854," Panhandle-Plains Historical Review, Canyon, XXVII, 1954. 27-46.

Owen, M. A. "Algonquins," *Encyclopaedia of Religion and Ethics*, ed. J. Hastings, New York, I, 1908. 322-6.

Patton, W. "Journal of a Visit to the Indian Missions, Missouri Conference," *Bulletin of the Missouri Historical Society*, St. Louis, X, 1954. 167-80.

Peterson, F. A. and Ritzenthaler, R. E. "The Kickapoos are Still Kicking," *Natural History*, New York, LXIV, 1955. 200-06, 224.

Pope, R. K. "The Withdrawal of the Kickapoo," *The American Indian*, New York, VIII, ii, 1958-59. 17-26.

Arensberg, Conrad M. and Neihoff, Arthur H. *INTRODUCING SOCIAL CHANGE*, Aldine Publishing Co., Chicago. 1964.

Goodenough, Ward H. *COOPERATION IN CHANGE*, Russell Sage Foundation, New York, 1963.

Hagen, William T. *AMERICAN INDIANS*, University of Chicago Press, Chicago, 1961.

WEEK III Characteristics of the "Preschool Child"

Assigned Readings:

A.C.E.I. Early Childhood - Crucial Years for Learning
    Lawrence K. Frank. "A Good Beginning Has No End."
    Caroline A Chandler. "The Importance of the Early Years."
A.C.E.I. Nursery School Portfolio.
    Sara Lou Hammond. "What to Expect of the Twos, Threes and Fours."
    D. Keith Osborn. "Meeting the Needs of the Preschooler."
Green and Woods. A Nursery School Handbook.
    "Characteristics of Fours and Fives."

Film: "The Frustrating Fours and Fascinating Fives."

Assignment:

Each intern was to select the three children with which she would be working closely. Selection was to be based on the needs of the children as well as the interests of the interns. Interns were to keep notes and observations on these children as well as provide the medical, psychological, and/or social services for them and/or their families. Selections were made as follows:

Mary Reinmiller

Felix Creek (Kickapoo) - Felix needs a great deal of attention from an adult. He is sometimes a behavior problem and would profit from a close relationship with an understanding adult who could give him the affection and attention he needs and demands.

Cecil Barnard (Caucasian) - Cecil talks very little and has trouble relating to the other children and to adults. He has had a cleft palate operation but the defect is not noticeable; however, he needs a great deal of reassurance and special attention.

Julia Kaskaske (Kickapoo) - Julia is the only child in this group not speaking English. Her mother is blind and her father appears to be quite old to have a child this young. She seems to be emotionally well-adjusted, but needs special help in learning English.

Marianne Vorheis

Pat Barnhill (Caucasian) - Pat seems to have difficulty getting "into the group" and many times withdraws from any social interaction. Special attention and assistance from an understanding adult should give him the "boost" he needs in this area.

Dorothy Suke (Kickapoo) - Dorothy is a large child and needs help with English. Her mother is expecting a new baby, and her younger brother and step-father were seriously injured in a recent automobile accident, so no one in the home has time for Dorothy. As a result of the problems at home Dorothy has developed some unacceptable behavior. She definitely needs special attention and interest from an adult.

Irene Alder (Caucasian) - Irene is one of 10 children in a family recently moved to this area from West Virginia. Irene is very thin and pale and should have a through medical check-up.

Kaye Sears

Dwight Shaw (Negro) - Dwight is one of 12 children, and both his mother and father work, so he gets very little individual attention at home. He has developed some attention-getting devices which are not always acceptable. A little special attention could be very important in meeting Dwight's needs for affection.

Evelyn Pepisketha (Kickapoo) - Evelyn is very shy and speaks very little English. Special attention could help her with language and also in social interaction.

Maureena White (Kickapoo) - Maureena was abandoned as an infant and has been adopted by an older couple who have grown children. She exhibits very inconsistant behavior and seems to completely lose control of herself at times. She seems to be very intelligent and should be helped now before her emotional problems become too much of a pattern. Professional help may be needed.

Although the interns were to participate in activities with all children, they were to take a special interest in these nine children. The purpose of this part of the training was to give the interns the experience of having responsibility for special services for a small group of children so that they could later utilize these experiences in a Head Start program of their own.

WEEK IV Discipline in the Child Development Center

Assigned Readings:

A.C.E.I. Discipline.
Green and Woods. A Nursery School Handbook.
Read, Katherine. The Nursery School.
Redl, Fritz. Controls from Within.

Resource Person: Miss Suzann Keely

Presentation:

Emphasis was placed on "helping" children gain "self-control" rather than the usual effort of the adult to gain control over the child. Necessary limits should be clearly defined for the child and maintained so that he can develop some feelings of security in the center. Although these limits are set for all children there must be some allowance for individual differences, and rules must be constantly examined by the adults to be sure they are necessary.

WEEK V Daily Activities in the Child Development Center

Assigned Readings:

Keely, Suzann. "Daily Activities, K.N.C.P." (See Example 4)
Green and Woods. A Nursery School Handbook.
A.C.E.I. Nursery School Portfolio. Pamphlets 5,6,7,8.
A.C.E.I. Play -- Children's Business.
Read, Katherine. The Nursery School.
Rainbow Packet. Daily Program II.
Pitcher, Lasher, Feinburg, Hammond. Helping Young Children Learn.
A.C.E.I. Early Childhood -- Crucial Years for Learning.
Tarnay, Elizabeth. What Does the Nursery School Teacher Teach?

Resource Person: Miss Suzann Keely

Presentation:

Emphasis was placed on the importance of children's play in the Child Development Center. The "Daily Activities, K.N.C.P." (Example 4) was the basis for discussion with emphasis on a balance of active and quiet activities, and flexibility in meeting the special needs of the individual children.

Assignment:

Each intern was to plan one week of activities for the children and be "Head Teacher" for that week. (See Examples 5,6 & 7) Plans were also to be made for each intern to plan and supervise one field trip. (Examples 8,9 & 10)

Example 4

DAILY ACTIVITIES

A child development program should be flexible enough to provide for special activities and for the specific needs of the children within the group, but stable enough to provide the children with some feelings of security. The following guidelines can be used in establishing a working program.

Arrival: The teacher greets the children as they arrive and gives a general check for any obvious signs of physical illness or disease.

Free Play: The children are free to engage in activities in various interest centers around the room:

The housekeeping center is set up so as to encourage dramatic play, acting out of home problem situations, social interaction with other children, and enjoyment.

The block center, including small unit type blocks as well as large hollow blocks, is for experimentation with size, form, design, and balance, for incorporation with dramatic play, for language development and social contacts, for use of various large and small muscles, and for the interest and pleasure it provides.

The art center includes an easel and tables set up with a variety of art activities. These activities provide the child with the opportunity to enjoy, learn, and experiment with color, line, and form, to develop finer motor coordination, to think independently, and to work toward an end product which is his own creation.

The science center includes living things and also provides for various science activities such as cooking experiences and various simple experiments which allow the children to discover and explore the concepts of the world around them.

The book center displays a variety of children's books and provides a quiet area where children can look at books, experiment with a flannel board, or just sit quietly away from the other activities.

The music center includes a record player and records that can be handled by the children. Instruments and various supplemental materials such as scarves, balls, and hats are also available in this area.

The game center provides puzzles, lotto, pegs, beads, etc. to encourage sensory-motor skills and some small group interaction.

While the children are engaged in the various activities the teachers are available for support, encouragement, affection, and setting of limits depending on the needs of the children.

Pick up: The children and teachers work together picking up and putting away the various toys and equipment. The children are given some advance warning so that they can complete activities and prepare themselves mentally for the end of free play.

Rest: The children get their own rugs and lie down for a quiet resting time. Quiet music, reading of poetry, or reading of quiet stories may be provided during this time.

Snack: Juice or milk and small sandwiches or crackers are served informally.

Music and/or rhythms: The children are involved in a group experience of singing, physical activity to music, and playing of various simple rhythm instruments.

Outside play: Plenty of space and equipment are provided for the children to explore, climb, run, dig, build, etc. within very broad limits. The teachers are sensitive to the needs of the children and are ready to react to those needs. They are also aware of the many possibilities out of doors play provides for encouraging use of large muscles, scientific exploration, dramatic play, and social interaction.

Story: A quiet time is planned before lunch with the teacher reading or telling a story to the group.

Lunch: A pleasant relaxed atmosphere with one adult for every four or five children is planned with a well balanced meal served for children and adults. Small amounts of food are served with the children encouraged to serve themselves to extra helpings.

Dismissal: The teachers and children discuss the day's activities and look ahead to future special activities. Art work and personal belongings are gathered and distributed, and the children board the vehicles for the ride to their homes.

Field trips and special center activities are an important part of the child development program and will be planned to supplement and enrich the children's experiences. Preparation and follow-up activities will be implemented to stimulate interest and promote learning. These special activities may be of two kinds -- those planned by the teacher in advance with some general objectives established and those which develop spontaneously from the children.

Suzann Keely
Child Development Programs
Extension Division
University of Oklahoma

Example 5

WEEKLY PROGRAM

DATE Mary Reinmiller

	ART	MUSIC	SCIENCE	STORY	SPECIAL ACTIVITY	Tables
MONDAY	Buttermilk chalk	Songs we know	Talk about leaves changing show leaves	"Where Do They Go?"		puzzles hammer & nails
TUESDAY	Waxed Paper & leaves	Record Player	Go for walk get leaves	Talk about leaves	Walk -	Beads Linoleum Blocks
WEDNESDAY	Color leaves for tree on wall	Teach "Little Green Frog"	Blow bubbles	"Curious George"		Lotto Game Pegs Puppets
THURSDAY	Junk collage	"Visit to My Little Friend"	Colored puddles	"Harry the Dirty Dog"	Mail Box	Hammer & Nails
FRIDAY	Easel Paint	"Little Grey Ponies"		"Ask Mr. Bear"	Store	Play Dough Parquet Blocks

Marianne Corkess

DATE Oct 17, 1966

WEEKLY PROGRAM

MONDAY	ART	MUSIC	SCIENCE	STORY	SPECIAL ACTIVITY	
	cut from pattern book + paste potato painting	learn "Teddy Bear" sing + do fingerplays	celery + colored water	"ASK MR BEAR" read then go back + let them tell story		
TUESDAY	colored chalk on paper fingerpaint - children choose a color + name it.	sing "Teddy Bear" during day RHYTHM INSTRUMENTS	check celery	Look at animal book (live pictures) Talk about the guinea pigs	water in sink in hskpg corner.	
WEDNESDAY	dry paint + clamp color books at easel crayons	activity record "Nothing To Do" one side of physical fitness record	Bring guinea pig - talk about its living habits. Let children hold it.	Animal book - guinea pig page "Little Chief"		
THURSDAY	Collage - scraps of red, yellow + blue paper on white. Talk about colors. Table paint - red, blue + yellow crayons at easel	sing + fingerplay learn frog song + bunny fingerplay	color paddles on white paper	"Caps for Sale" Talk about colors + let children act out story second time through	vacuum in hskpg corner	
FRIDAY	play dough with cookie cutters + rollers easel - red, yellow blue. Put color paddles near by.	Sing animal songs. Activity record "Train to the Zoo"	Read color kittens + do some demonstration with colors.	"Mighty Warrior"		

Exemplo 6

Example 7

Kaye Sears

Week I Taught - Special Activities

1. Carpentry Exercise -	They experimented with nails, scrap wood, hammers, saw, and sandpaper. The afternoon class as a whole wanted to try this and did work on it as long as they were permitted. The following day they sawed, hammered, and then painted their creations with tempera and large paint brushes. As a complete opposite, the morning group had no interest in carpentry. One boy wanted to try it.
2. Collage -	Up until now the children had had very little experience with pasting. This held the interest of the afternoon group until it was time to clean up. They worked with rice, short macaroni, alphabet noodles, beans, and egg shells. All of these were various colors, colored with food coloring.
3. Halloween Activity-	This was the week before Halloween so we made a jack-o-lantern. We cut a pumpkin face and cleaned the inside out of the pumpkin. They all were interested to feel and smell it. We talked about then and read a book, Holiday Story Book by Thomas Y. Crowell Co. The story I selected from the book was, "Horace, the Happy Ghost" by Elizabeth Ireland. The story had no illustrations, and therefore the childrens interest was not held. For another Halloween activity, they cut and pasted together black and orange paper chains.
4. Planting Seeds-	We began by reading the story"Johnny Appleseed", which they seemed to enjoy very much. Each child was given a paper cup with his or her name on it, and a few beans. They filled their cups with damp dirt from a dishpan and planted their beans. The cups were placed on the window sill so that the sunshine would reach each cup. One child each day watered everyones seeds. They were asked to water them as their name appeared in the roll book. All but two of the beans grew, and everyone was real excited.

5. Art Experience - To have a variety of experiences with with the easel, I put dry powdered tempera in paper cups - 4 colors - and a piece of damp cotton in each color.
Most of the children tried it, but lost interest quickly.

The same day, other children were working with wet chalk at a table. This held their interest much longer than the easel paint.
Several asked to work with wet chalk the following day.

6. Science - Another activity we tried was making telephones out of paper cups, buttons, and string.
Most of the children wanted to do this and they had a very good time playing with them the rest of the day.
A few children didn't have time to make one, so I showed them how to make one, and gave them the material to take home. They seemed satisfied.

7. Senses - An activity that held a lot of interest, and was enjoyed by the Indians who speak little English, as well as by the rest, was tasting, smelling, and examining different foods.
The experience was with a coconut, fresh pineapple, green pepper, apple, banana. Each child had a cup for tasting. As each food was talked about and examined, they tasted until it was gone.
The pineapple seemed to be the favorite, but they also liked the coconut, apple, and banana. All of them had a taste of the green pepper, too.

After the food was gone, they each felt, smelled, tasted, and looked at sugar, salt, flour and corn meal. Most of them were fairly good at guessing what each one was before they tasted.

Example 8

FIELD TRIP - Kaye Sears

The children were told they would take a trip to a large grocery store two days before they went. This same day notes were sent home for the parents to sign for permission. I talked with the manager of the store the week before our field trip. He was very cooperative and said he would be careful to explain as he went along. John took us on the bus and as we arrived the manager met us. He began showing us through the bakery, meat department, whole beef side, storage, refrigerators and freezers, fresh fruit, and every isle. As he completed the tour, each child was given a nickel and told he could choose an orange, apple, or banana. Most chose a banana or apple. One child asked for a pear. They each went through the check-out line and paid for their own fruit. I had saved many empty grocery cartons and cans and had them set up in a large closet when they returned. They immediately set up a store with cash register, play money and groceries. They played grocery store every day for several weeks and seemed to enjoy it very much.

Example 9

FIELD TRIP - Mary Reinmiller

October 6, 1966 we took the children to the McLoud Post Office. We had talked about the post office for several days in advance and the children were to buy a stamp and mail an invitation to themselves and their parents to our open house the following Monday. The woman who talked to us at the post office was very good and showed how they postmarked envelopes and put them in the various boxes. The children seemed to enjoy the trip and continue to use the mail bag and mail box which I made for use at the center.

Example 10

FIELD TRIP - Marianne Vorheis

October 13, 1966 we took 15 children to visit a local dairy. This dairy furnishes milk for the center and personnel were very eager for the children to visit. Preparation in advance helped the children know what to expect and follow up dramatic play made the trip most meaningful. Each child was given a carton of chocolate milk at the dairy.

WEEK VI Health and Nutrition

Assigned Readings:

Currier, Mary E. Food and Children.
Rainbow Packet. Nutrition.
Social Services.
Medical Program.

Resource Person: Mrs. Katherine Hudson, Oklahoma State Department of Health.

Presentation:

Mrs. Hudson was very helpful in assisting the interns in locating medical and social services for the centers. She also suggested films and supplementary materials that might be used with children and/or parents to encourage better health and nutrition practices.

Assignment:

Each Intern began planning meals for one week. She was to not only plan the meals but also order the necessary groceries and assist in the presentation and service of the food. (See examples 11,12, and 13.)

WEEK VII The Medical Program

Assigned Readings:

Rainbow Packet. Medical Program.

Resource Person: Dr. Carlos Mendez, Indian Health Center, Shawnee, Oklahoma.

Presentation:

A tour of the clinic and introductions to staff preceded our discussion with Dr. Mendez. He then explained the purposes of the clinic which were centered around preventive medicine. Dr. Mendez also provided the interns with information about special health problems of the Kickapoos. Appointments were made for examinations of the Indian children.

Assignment:

Each intern made plans to have her assigned child and/or children examined at the clinic. She also was to have the health history forms filled out on each child.

Example 11

Menus - Kaye Sears

I enjoyed cooking very much for the children, but it would have been more satisfactory if I could have been there in time to help in the preparation. The children seemed to enjoy all of the food that was prepared, and they ate heartily. There could have been a larger amount of food each day, especially the meat dish.

Monday
Vienna Sausages
Pork and Beans
Carrot Stix Celery Stix
Apple Wedges
Whole Wheat Bread, Butter

Tuesday
Oven fried chicken
Mashed potatoes
Green Beans
Peaches
Bread and Butter

Wednesday
Broiled Hamburger Patties
Corn Diced Beets
Green Jello (with fruit juices)
Cookies
Bread and Butter

Thursday
Fish Sticks and Catsup
Green Peas Cooked Carrots
Pineapple Chunks
Bread and Butter
Plain Cake

Friday
Meat Loaf - Catsup
Mixed Vegetables Mashed Potatoes
Lettuce Wedges
Red Jello with Orange Juice
Bread and Butter

Example 12

Menus - Marianne Vorheis

Monday
Fish sticks with ketchup
Buttered potatoes
Green beans
Enriched sandwiches
Milk
Peaches

Tuesday
Creamed chopped beef
Buttered carrots
Oven-browned potatoes
Whole-wheat sandwiches
Milk
Chocolate pudding

Wednesday
Oven-fried chicken
Cut broccoli
Carrot & Celery sticks
enriched sandwiches
Milk
Pears

Thursday
Quick beef stew
Fry bread
Cottage cheese & pineapple wedges

Milk
Ice Cream

Example 13

Menus - Mary Reinmiller

Monday
Spam
Green Beans
Tomato slices
Bread and butter slices
Pears
Milk

Tuesday
Oven-browned chicken
Cottage Cheese
Pineapple chunks
Green Beans
Sliced Peaches
Bread and butter slices
Milk

Wednesday
Quick Beef Stew
Spinach
Carrot Sticks
Bread and butter slices
Lemon Pudding
Milk

Thursday
Fry Bread
Pinto Beans
Beef Chunks
Lettuce
Fruit Cocktail
Milk

Friday
Fish sticks
Apple wedges
Creamed corn
Bread and butter sticks
Chocolate ice cream
Milk

WEEK VIII Social Services for Indians

Assigned Readings:

Rainbow Packet: Social Services.

Resource Person: Mr. Carroll Slack, Social Worker, Bureau of Indian Affairs, Shawnee, Oklahoma.

Presentation:

Mr. Slack was able to provide the interns with a great deal of information on the recent history of the Kickapoos in Oklahoma. He had recently compiled a study of the Kickapoos which was to be printed by the BIA. He also informed the group about services available for Indians through the BIA, and the responsibilities of his position. He suggested techniques which might be used by the interns which would make their home visits more successful.

WEEK IX Working with Parents

Assigned Readings:

Rainbow Packet: Points for Parents

Resource Person: Miss Suzann Keely, Director, Kickapoo-North Canadian Project.

Presentation:

The reading assignment was used as a base for discussion and ideas were presented that might be applicable to the Kickapoo-North Canadian Project. Meeting the special needs of the Indian parents as well as the non-Indian parents seemed to be a problem. Suggestions were made and ideas presented for future plans.

Assignment:

Each intern was to plan one special parent activity. (See Examples 14,15, and 16.)

Example 14

PARENT MEETING - Mary Reinmiller

Tuesday, December 13, four mothers came to the Community Building to make play dough to put in the children's Christmas stockings. We made five triple batches of play dough and they all seemed to really enjoy it. I do not think any of these mothers knew each other before this day but they worked together very well.

In the afternoon three mothers from the Jones school came to make dough for their school. Only one of the mothers could read, speak, or understand English so this was kind of a challenge for me to convey to them what needs to be done. They seemed to enjoy kneading the dough as much as the children do. One of these mothers came to the Christmas party and was very pleased when the children received their stockings since she had helped stuff the stockings for them.

Example 15

PARENT MEETING - Marianne Vorheis

An open house was held in October and all parents and area residents were invited to see the center. I supervised the planning and made the notes for parents. I also prepared a newspaper article to inform local residents of the meeting.

Example 16

PARENT MEETING - Kaye Sears

A basketball game between the Kickapoo-North Canadian Project mothers and the Kickapoo team was planned for January. Although it was held after the completion of my training, I assisted in the planning and participated in the game.

WEEK X Home Visits

Assigned Readings:

Riessman, Frank. "The Strength of the Poor." New Perspectives on Poverty. pp. 40.
Walinsky, Adam. "Keeping the Poor in Their Place: Notes on the Importance of Being One-Up," New Perspectives on Poverty, pp. 159.

Resource People:

Mrs. Mary Ann Griffin, Head Teacher, Kickapoo Community Building.
Mrs. Phyllis Tether, Head Teacher, State Center School.
Mrs. Katherine Wahpepah, Assistant Teacher, Kickapoo Community Building.
Miss Suzann Keely, Director, Kickapoo-North Canadian Projet.

Presentation:

Specific plans were made for home visits by the interns. In special cases the head teacher or Katherine Wahpepah (Interpreter) would accompany the intern. Each child and his family were discussed with emphasis placed on how the intern could best relate to the family and make the visit to the home meaningful for the family as well as herself. It was suggested that each intern make an appointment with the mother, so that she would know in advance when to expect the visit. The basic information and health history forms were to be used as a base for the visit. (Examples 17 and 18)

Assignment:

Each intern was to schedule and conduct home visits for the three assigned children.

WEEK XI Community Action and Its Relationship to Head Start

Assigned Readings:

Community Action Handbook
Head Start: How to Apply

Resource Person: Mr. Tom Eppler, State Technical Assistance Office, OEO.

Presentation:

Mr. Eppler, an expert on Community Action, first gave the interns a history on community action in Oklahoma, and then went on to the goals and ideals of such projects. He provided some information on how Head Start fits into Community Action and provided the interns with some information which might help them in locating jobs after their training.

WEEK XII Keeping Records in the Child Devleopment Center

Resource Person: Miss Suzann Keely, Director, Kickapoo-North Canadian Project.

Presentation:

Miss Keely explained the importance of keeping adequate records on the children and discussed the pros and cons of various types of forms and records. See Examples 17 - 21 for samples of forms now being used in the Kickapoo-North Canadian Project.

Assignment:

Each intern was to have all pages completely filled out on her assigned children.

WEEK XIII Staff in the Child Development Center

Assigned Readings:

Rainbow Packet - The Staff
Green and Woods - A Nursery School Handbook.
Read, Katherine - The Nursery School.

Resource Person: Miss Suzann Keely, Director, Kickapoo-North Canadian Project.

Presentation:

Miss Keely used the Staff Exercise furnished by Leadership Resources Inc. at the Denver Area Head Start Conference as a basis for discussion. Staffing in the Kickapoo-North Canadian Project was explained and possible variations in other programs of varying sizes was discussed.

Assignment:

Each intern was to complete the Staff Exercise.

Example 17

CHILD'S HEAD START RECORD

KICKAPOO-NORTH CANADIAN PROJECT

NAME OF CHILD____NICKNAME ______________

DATE OF BIRTH____________PLACE OF BIRTH______________________________________

SEX ________RACE ________DOES CHILD UNDERSTAND__________SPEAK __________ENGLISH

HOME ADDRESS____PHONE ______________

NAME OF MOTHER____YEAR OF BIRTH __________

SCHOOL GRADE COMPLETED____________________________MARITAL STATUS______________

OCCUPATION ____

NAME OF FATHER____YEAR OF BIRTH__________

SCHOOL GRADE COMPLETED____________________________MARITAL STATUS______________

OCCUPATION____

CHILD LIVES WITH ______________________________NUMBER LIVING IN HOME__________

NUMBER OF CHILDREN LIVING IN HOME (under 16)___________________________________

NAMES AND AGES____

____

TOTAL FAMILY INCOME_______________________________________WELFARE?__________

COMMENTS____

____

Example 18

HEALTH HISTORY

CHILD'S WEIGHT AT BIRTH ______________ BIRTH COMPLICATIONS ______________

PAST HOSPITALIZATIONS ______________________________

CHILD'S GENERAL HEALTH (allergies, physical defects, etc.) ______________

____

____

IMMUNIZATIONS (done by)

DPT __________ DATE COMPLETE __________ DATE BOOSTER NEEDED __________

POLIO __________ DATE COMPLETE __________ DATE BOOSTER NEEDED __________

MEASLES __________ DATE __________ SMALLPOX __________ DATE __________

OTHERS ______________________________

DISEASE HISTORY

MEASLES __________ MUMPS __________ CHICKENPOX __________

OTHERS ______________________________

NAME OF FAMILY DOCTOR ______________________________

ANY FAMILY HEALTH PROBLEMS WHICH MIGHT AFFECT THIS CHILD ______________

____

Example 19

MEDICAL EXAMINATION

CHILD'S NAME ________________________ AGE ________

EXAMINING PHYSICIAN ________________________ DATE ________

TUBERCULIN TEST: METHOD ________________ RESULT ________

FOLLOW THROUGH ________________________________

URINE TEST: ALBUMIN ________ SUGAR ________ MICROSCOPIC ________

BLOOD TEST: HEMATOCRIT ____________ HEMOGLOBIN ____________

OTHER TESTS: ________________________________

FOLLOW THROUGH ________________________________

DIAGNOSIS ________________________________

____

____

MEDICATION ________________________________

____

REFERRAL ________________________________

TREATMENT ________________________________

Example 20

DENTAL EXAMINATION

CHILD'S NAME ______________________________ AGE ____________

DENTIST ______________________________ DATE ____________

NUMBER OF CARIES ______________________________ OTHER ____________

____

RECOMMENDATIONS ______________________________________

____

FOLLOW THROUGH:

DATE	TREATMENT

REFERRAL ______________________________________

____

Example 21

VISION AND HEARING

CHILD'S NAME ______________________________ DATE ______________

HEARING SCREENING TEST:

EXAMINER ____

AUDIOMETRY	250	500	1000	2000	3000	4000	6000	8000
Right ear								
Left ear								

COMMENTS ____

____

REFERRAL ____

____

VISION SCREENING TEST

EXAMINER ______________________________ DATE ______________

TEST USED ____

RIGHT EYE ______________________ LEFT EYE ______________________

COMMENTS ____

REFERRAL ____

TREATMENT ____

____

WEEK XIV Equipment and Supplies in the Child Development Center

Assigned Readings:

Kranzler, Ruth - A Preschool Program for Disadvantaged Children.
Green and Woods - A Nursery School Handbook.
Read, Katherine - The Nursery School.
Catalogs from Community Playthings, Creative Playthings, and Rex Sales.

Resource Person: Miss Suzann Keely, Director, Kickapoo-North Canadian Project.

Presentation:

Various suggestions for the construction of equipment were exchanged by the interns. The group looked through equipment catalogs together and discussed what equipment would be considered essential for a center and how a limited amount of money might be best utilized.

Assignment:

Each Intern was to construct or develop one piece of equipment for the centers. Each intern was to prepare a list of equipment and supplies to be purchased with a limited amount of money.

WEEK XV Placement

This week was spent in locating year round head start centers in the state and making applications for teaching positions.

WEEK XVI Teaching English as a Second Language

Resource Person: Miss Suzann Keely, Director, Kickapoo-North Canadian Project.

Presentation:

A general discussion was held on how the non-English speaking children in the Kickapoo-North Canadian Project were progressing. It was generally agreed that the best methods seemed to be exposure to many experiences to give the children something to talk about. It was also agreed that calling attention to the language problem was not effective, and that exposure to other English speaking children and adults seemed to be the best method.

WEEK XVII Evaluation (See Examples 22, 23, 24, 25, and 26)

Example 22

Evaluation of Project

Kaye Sears

In my opinion the Kickapoo-North Canadian Head Start is doing an excellent job of preparing the Indians and the other children involved for the public school.

Their language problem is great, and the chance to have a year of Head Start gives them a chance to hear English spoken and to be spoken to in English. At the age they are worked with in Head Start, the English language is picked up quickly.

These children have been so isolated that there have been very few learning experiences. Head Start offers many new ones to them. They learn through association with other children and adults, through our field trips, physical examinations, eating situations, the equipment they have to work with, and the many other things offered to them.

Our program at State Center has some disadvantages, in that our building is small and our eating situation needs to be improved. These have been worked out for next year when the complete Kickapoo Project will be moved to the Kickapoo Community Building. The food program is handled by Head Start and is excellant, also the building is much larger and will be more satisfactory for the number of children involved.

To summarize, the children have all made remarkable progress in every way, and most of them will be ready for the first grade. One of the most important things they have learned in the past five months is to feel good about themselves, to learn to control themselves, and to know who they are and what they can do. In these ways they have made a great deal of improvement, and will continue to do so the rest of this year.

Example 23

Evaluation of Project
Marianne Vorneis

These past five months have been the most pleasant and most rewarding months of my life. I am grateful to have had the opportunity of being trained in such a good program. I believe that the objectives of Project Head Start are being met by a qualified and interested director and staff.

Physical health and development are a large part of the program. Most of the children have been taken to a doctor, whom we interns had talked with previously. The disposition of the doctor and the preparation given the children produced a satisfying experience for most of them. Some of them needed dental work which has not been done yet. Everyday habits such as washing hands and faces, and brushing teeth, are stressed.

Meals served at this center are from one of the public schools which is located next door. The meals are not nutritionally sound for anyone and it is difficult to teach good eating habits under these conditions. The morning group eats lunch at 10:45, and at high tables. There are other children coming through all the time and the Head Start children are distracted. They are not allowed seconds of any food. I enjoyed my week of menu planning and cooking at the other school which has its own kitchen and cooks. The week of cooking was valuable to me. Better use of money might be made with foods if a professional person were doing the ordering and planning.

Physical development is encouraged by use of boxes, boards, and other climbing and large-muscle equipment, as well as small-muscle, inside equipment. I think the outdoor equipment needs attention and some additions.

Mental development is improved in everyday situations by asking questions to stimulate the children's curiosity. They are encouraged to think for themselves, and to make decisions. A few children have asked for help in everyday situations, such as at the easel, in working puzzles, and building with blocks.

First hand experiences are very important for these children. I think there should be more science experiences and more field trips. There has been dramatic play after a trip, but I think it could be improved. There are many art experiences the children could be having, but there is not enough planning. Some experiences during each day should be related and build on what was done before, but this can only be done by planning at least a week ahead which is not done. Things seem to be thrown together and they lack consistency.

I think there should be a meeting of teachers at least once every two weeks to go over plans for the future and discuss any problems that have come up. There needs to be more communication between schools, but the situation will take care of itself when both centers are at the same school.

Each child has personal interest, attention, and love from every teacher. I do not feel that any child there hesitates in talking to a teacher. I think there should be more involvement by the teacher with the children in the housekeeping center and block area particularly. This is especially important with these children who do not speak much English. I feel that there has been noticeable improvement in their language development. All of the children are working much better together as a group and for longer periods of time. They are communicating with each other and involving each other a lot better than at the beginning of school.

Parent involvement is not as active a part of the program as it could be. Parents are involved as individuals or in groups of three or four, but not as a large group.

The intern training program connected with the Head Start Project has gone well. At some times I felt that the rest of the staff was not completely sure just what our job was and what we were responsible for. The class periods were informative and interesting. I think next semester's plan of spreading the orientation week meetings over several months is better than having it in the beginning. Being especially responsible for three children helps to feel the responsibility of a teacher. Everyone on the staff has a good sense of humor and they are all easy to work with. I hope I will be able to do as good a job teaching anywhere I am as the director and teachers have done in this program.

Example 24

Evaluation of Project
Mary Reinmiller

The past semester of internship in this project has been very satisfying both personally and professionally to me. It has given me an opportunity to more fully develop my ideas about being a teacher of pre-school children and how to be a good teacher. It has strengthened my desire to work with "culturally deprived" pre-school children and increase my understanding of people.

The staff of our project are just great. Being from Nebraska, I was made to feel very welcome by them and very accepted. They are all qualified and interested in their program and are a credit to it. The communication between schools was sometimes lacking however and bi-monthly staff meetings could perhaps prevent this in the future.

The daily program in my school was usually well-planned and varied enough to keep the children interested. More science and vocabulary work could be done I felt, even though all our children speak English. Preparations and follow-ups of the field trips were well-planned but there could have been more trips. The experience with the doctor and dentist at the clinic depended upon which doctor examined the children. One was very harsh with the children and not understanding at all, but two others made a good educational experience for the children and the mothers. It is rather difficult working through a clinic but since it is free of charge for the Indians-----. There should be some kind of psychological testing made available. Several of our children, I feel, need to be tested and the teachers would appreciate some advice on some of the children's behavior.

The equipment is well-used and very adequate but I feel more should be done with physical fitness such as climbing, balancing, and co-ordination, such as skipping, throwing, catching, etc. The meals are well-balanced and appetizing. The cooks do very well even though they have not had much training in meal-planning and quantity cooking. The week spent planning and preparing meals was interesting and valuable. It gave me an opportunity to find out what kind of problems the cooks faced and how they were solved. I think, however, that money could be saved by buying canned fruits, vegetables, etc. in quantity.

Every child in the program has benefited from it and improvement in vocabulary, behavior, food habits, and health habits can be seen. The children are curious and interested in everything presented to them.

The only suggestions I have for improvement in the program are more communication between director, teachers and interns so everyone knows exactly what the interns' job is. Also more psychological testing and help for those children in need of it. The course work for the interns is interesting and I am sure will be put to use in the future. The Indians involved in the program have told me a great deal, directly and indirectly, about Indians in general and more specifically the Kickapoos. As I said before, the entire staff was just great to work with. I only hope in the future I will be a credit to this intern program.

Example 25

Evaluation of Kaye Sears
Head Teacher, Phyllis Tether

Classroom Performance:

1. Motivation of the pupil
    - A. developed an enthusiasm for the subject in the children
    - B. stimulated children through use of praise

2. Organization of Work
    - A. provided for wide participation
    - B. used a variety of materials
    - C. systematically planned learning experiences

Classroom Environment:

1. Pupil Control
    - A. treats pupils fairly and consistently
    - B. orderly manner was developing

2. Teacher-Pupil Relationships
    - A. showed a sincere respect for children as individuals
    - B. was accepted and respected by the students

3. Pupil Growth
    - A. was attentive in individual differences
    - B. designed subject matter to the abilities of the group
    - C. took time for attention for child when needed

Personal Qualities:

1. friendly
2. cooperative
3. demonstrated a helpful attitude
4. poised
5. excellent self control

Evaluation of Marianne Vorheis
Head Teacher, Phyllis Tether

Classroom Performance:

1. Motivation of the pupil
    - A. showed professional experience
    - B. developed an enthusiasm among the children

2. Organization of Work
    - A. again showed professional experience
    - B. provided for wide participation
    - C. used a variety of materials
    - D. planned for learning experiences

Classroom Environment:

1. Pupil control
    - A. Fair and consistent treatment of children
    - B. Orderly manner displayed

2. Teacher-Pupil Relationships
    - A. showed a respect for the children
    - B. was accepted and respected by the children

3. Pupil growth
    - A. was attentive to individual differences
    - B. understood characteristics of the age of the children
    - C. took the time to pay attention when a child needed it

Personal Qualities:

1. friendly
2. cooperative
3. demonstrated a helpful attitude
4. poised
5. good self control

Example 26

Evaluation of Mary Reinmiller
Head Teacher, Mary Ann Griffin

I was extremely impressed with Mary Reinmiller's work in the pre-school. She developed a good relationship with all the children. She was able to give them the love and affection they need so much and at the same time remain firm when discipline was necessary.

Mary is a capable pre-school teacher. She proved this often, by going ahead and doing things as she saw the need---instead of waiting to be told. She was always anxious to help better our program and often volunteered to do extra projects that would enrich the children's experiences.

Mary was able to maintain a good relationship with the children, the parents, and the entire staff involved in our project. We are looking forward to having her rejoin the project.

Placement of Interns

All three interns were placed following their training:

Marianne Vorheis and Mary Reinmiller secured positions with Twinco-Enki Corporation. They are employed as preschool teachers for the Choctaw Indian Agency in Philadelphia, Mississippi. They will be working with non-English speaking children in the Choctaw schools. Although this is not a Head Start funded project, these girls should be able to utilize their training to the maximum in this position.

Kaye Sears lives near the area of the Kickapoo-North Canadian Project. She had originally planned to continue graduate study, but became so involved with this project that she wanted to continue working with some sort of Head Start project. Her background in Home Economics and interest in the Kickapoo-North Canadian Project make her a valuable asset to the project. She was hired on a half time basis in the Kickapoo-North Canadian Project as Director of Parent and Community Programs.

Evaluation of Training

Suzann Keely

The internship training has been amazingly successful and should serve as an example for the development of future training programs for Head Start.

Much was learned during the 17 weeks by not only the trainees, but also by those conducting the training. The suggestions made by the fall trainees have been incorporated into the spring program. It is anticipated that the spring group of Interns will benefit greatly from the added experience of the staff.